

# ATHLETIC JOURNAL

Vol. XXI, No. 7

March, 1941



1921—1941

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Athletics

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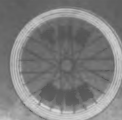


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# HISTORY of SPORTS

VOLUME 1

NUMBER 6



## THE Olympic Games



**Ancient Olympics lived 1162 years.** Originally a local festival in honor of Zeus, the ancient Olympics soon drew athletes and spectators from all over Greece. So important did these quadrennial meets become that the Greeks estimated time by

them, calling the 4-year period between each one an Olympiad. The first recorded Olympics were in 776 B.C. And they continued to be held, even during the Persian Invasion, until abolished after the 292nd consecutive meet.

**Rules and Contests.** Only amateurs of pure hellenic blood could enter the ancient games. No women were allowed as contestants or spectators. Contestants had to pass a severe ten months training period to qualify for the games. Most popular single events were running, boxing, wrestling, and throwing the javelin—because they were considered the best training for war. An outstanding event, the Pentathlon, combined running, jumping, wrestling, throwing the javelin and discus. Crowds sat patiently for days to see the games

and cheer their home town favorites. After the Roman Conquest, professionalism set in, resulting finally in such bloody clashes between Roman and Greek soldiers that Theodosius abolished the Olympics in 393 A.D.

**Revival of Olympics 1896.** Visualizing modern Olympics as a great amateur meet to promote good sportsmanship and international amity, delegates from various nations met at Paris in 1894 and formed the International Olympic Games Committee. In 1896, after a lapse of 14 centuries, the Olympics were reborn at Athens. Since then, with the exception of 1916 and 1940, Olympics have been held every four years. In 1932 events were added for women. Field and track are most popular events, although winter sports and team games are large drawing cards. Athletes from 53 nations compete in these modern games. American athletes have scored highest totals in the track and field events of every Olympic to date.



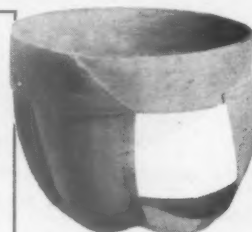
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# FOOT BALL PAST *and* PRESENT

## Football Through the Years

By Fielding H. Yost

Director of Athletics, University of Michigan

**T**HIRTY-SIX years ago I declared in a book I was then writing called, *Football for Player and Spectator* that football is the best of all American games. Nothing has happened in the meantime to cause me to change my mind.

The game of football today is a better and safer game for the boys who play it than it ever was before. And despite the changes and improvements which have been made in it, it still is the same game it was twenty years ago and basically the same as it was early in the century. The changes in the actual play of the game that have come about have resulted principally from changes in the rules and it is this feature I wish to explore here.

The greatest alteration in the style of play, resulting from rule changes, came in 1906 when the rules were altered to eliminate pushing and pulling and all types of mass plays from the game; the forward pass was legalized; it was made necessary for the offensive team to have seven men on the line of scrimmage when the ball was snapped and the offensive team was given three downs in which to make ten yards and a first down instead of five as had previously been the case.

It is interesting to note that Spalding's Official Football Guide of 1906 commented in the following manner on the introduction of the forward pass and the change in the first down requirements:

"The most radical of all changes made has been the introduction of the forward pass, the rule for this reading as follows:

"One forward pass shall be allowed to each scrimmage, provided such pass be made by a player who was behind the line of scrimmage when the ball was put in

play, and providing the ball, after being passed forward, does not touch the ground before being touched by a player of either side.

"The necessary distance to be gained in three downs has been doubled, that is, the side in possession of the ball must gain ten yards in three downs instead of five, as formerly. This rule accounted for a six-year low scoring period while it was in effect. This is the most direct legislation against mass plays."

I have said many times that there is nothing new in football today and I say it again now. There has been nothing new since the forward pass came into the game. But what we have has been developed, perfected, and used more often than it was years ago and this development has given many persons the idea that something entirely new has come onto the scene. This is not so, however.

We have heard much in recent months of the so-called T-formation and its brilliant success as executed by Clark Shaughnessy's fine team at Stanford last season. The T-formation is not a new football invention, but instead was used years ago. There was a trend away from it, however, until recently and now, I suppose, that after Stanford's success we will see many coaches experimenting with this style of offense next season.


No matter what offensive style is adopted by a football coach for his team, he must recognize that in truth all offense is in effect a trick play, so far as its solution by the defense is concerned. The object of all offense in football is to deceive the defense as long as possible *where* the attack will be made, *when* it will be made and *how* it will be made. The basic offensive formation is of little concern as long as it provides this deception to the attack. If such an objective is accomplished it is likely that the offense will be successful, provided the offensive personnel has the ability then to capitalize on

this advantage. A play, which starts out as one of several possibilities, may finally develop into a reverse, spinner, criss-cross, split-buck, delayed pass, half-spinner or forward pass for instance. The defense is at a loss to know what the play will be and when the actual play called for will become evident. This was just as true in the old days as it is now, for we had all of today's basic plays then and deception was just as important then as now.

While there has been a constant change in the rules during the thirty-five years since the 1906 "revolution," in no one year have there been as many drastic changes as then. As a result, the game has changed but little from year to year and certainly very little in the last twenty years. By 1912 it had been decided that the offensive team should be given four downs in which to make ten yards, and it has remained at that figure ever since. At the same time another permanent change was made, when the length of the playing field was shortened from 110 to 100 yards.

Three changes in the rules stand out in recent years, I believe, and deserve special attention. While their adoption did not bring about any change in the basic offensive and defensive formations, they did result in certain alterations in offensive methods and habits. I refer especially to changes in the rules regarding fumbles, passes into the end zone and the position of the goal posts.

The change in the pass rule, permitting as many as four incomplete passes to be thrown into the end zone before a touch-back was called, is the most radical change in the rules made recently. It is a definite offensive aid and I believe it has helped the game. The goal posts were moved from the goal line to a point ten yards behind this line as a safety measure and to increase the difficulty in scoring the point after touchdown and field goals. It has done exactly this.



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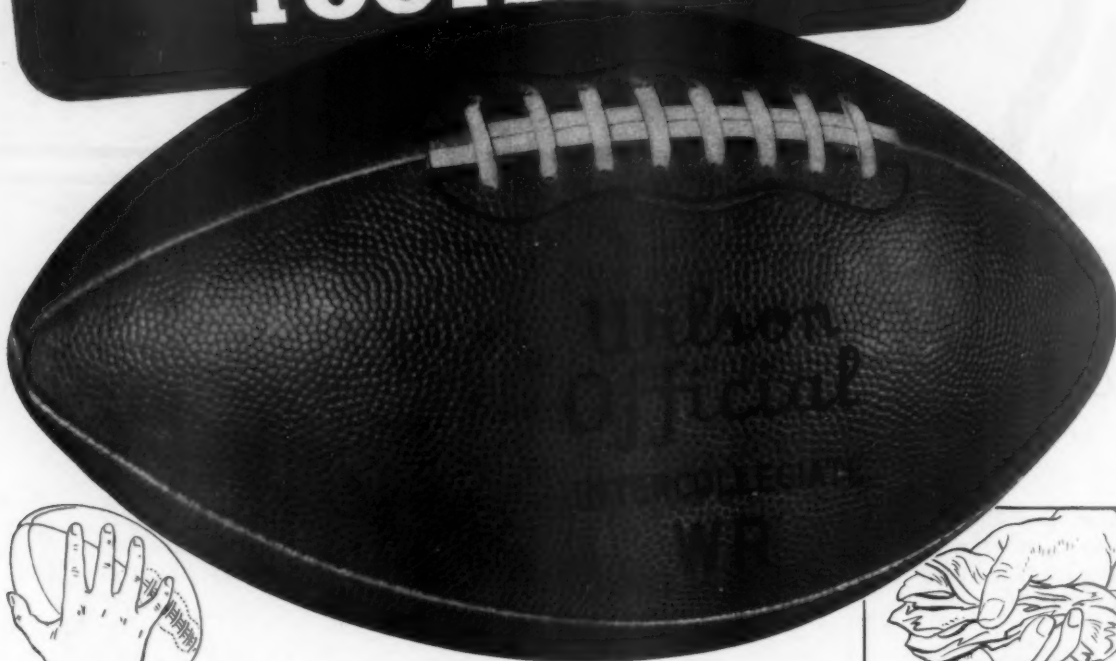
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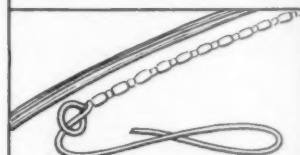
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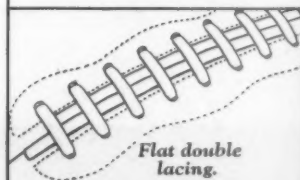
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Prior to the change in the fumble rule, any player on the field could pick up a fumbled ball and run with it. It was changed to allow only members of the offensive team to run with a fumbled ball and specifies that a fumbled ball recovered by a member of the defensive team shall be declared dead at the point of recovery. This change was made to encourage lateral passing and the catching of punts. Under the old rule defensive quarterbacks were refusing to try for punts because the hazard involved, in case a punt was fumbled, was too great. In such a case, the ball not only might be lost but the recovering player might have a clear field for a touchdown as well. This was too great a penalty for what was purely a mechanical error.

An important aid to the offense was the addition of the 15-yard stripe from the sidelines. It has helped to open up the game and has increased the maneuverability of teams on the offensive.

So far we have said little about the defense and it appears that most of the changes in the rules, which have resulted in changes in the style of play, have affected the offense primarily. This perhaps is true. Most of our restrictions are on the offense. Great stress is placed upon the fact that no member of the offensive team may be in forward motion before the ball is snapped. But we place no restrictions on the motions of the members of the defensive eleven as long as they remain back of the line of scrimmage.

Even without restrictions these players plant themselves in certain designated spots just as though they had grown there. The defense depends upon the offense and if the latter is based upon action and speed, the problem of the defensive team is made more difficult.

Today, just as was the case forty years ago and just as probably will be the case forty years from now, fundamentals are the background of every good offense and every good defense. It makes little difference what so-called system is used. If those men who are being taught the system can block and tackle, kick, pass and run with the speed and shiftiness of

the average athlete, the system is likely to succeed. If they cannot, the system might just as well be junked and the boys allowed to go ahead and get what fun they can from bumping each other around the field. Put a great tackler almost any place on the field and he will make the

tackles. As long as this holds true and as long as coaches remember that fundamentals are the key to football success, football will remain our greatest game. It is more interesting now for the spectators than ever before and certainly is more interesting, safer and better for the players themselves than at any time in history. Just because we have reached such a level, there is no reason why we should not continue to improve the game and conditions surrounding it in the future. I predict that this will be done and that, in years to come, football will continue to grow and steadily become an even greater part of the American national scene than it is today.

## Present-Day Football

**T**HOUGH football fundamentally has not changed, the following diagrammed plays, as used by present-day coaches, show that they are ever alert in recognizing the statement of Fielding Yost in the preceding article, "All offense is in effect a trick play."

### The Single Wing-Back System

The main changes that have been made in the single wing-back formation are as follows: (1) Position of backs, (2) Plays for deception, (3) Fullback spin plays, (4) Trap plays, (5) Man-in-motion plays.

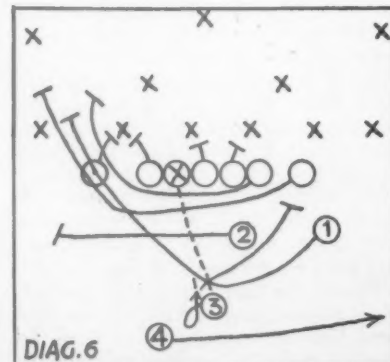
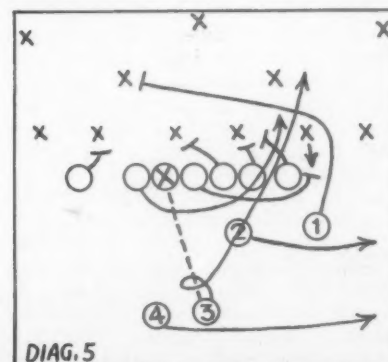
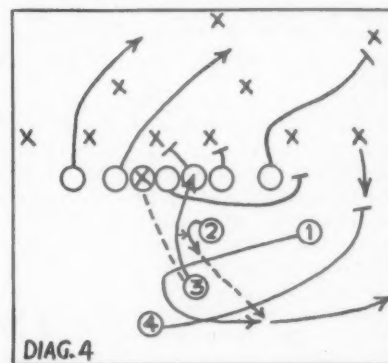
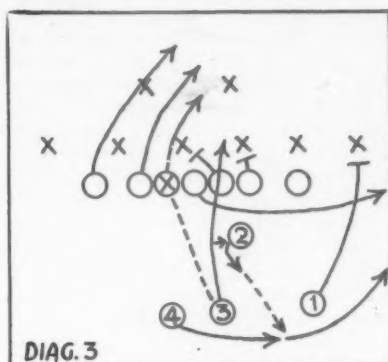
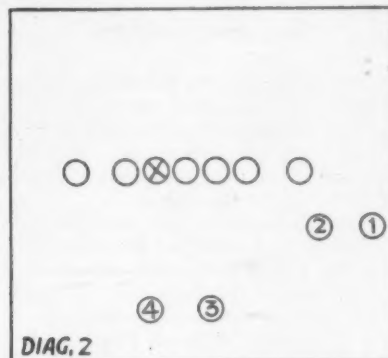
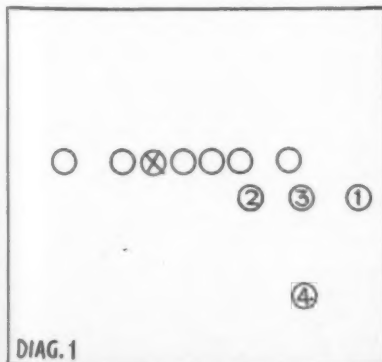
There have been a number of variations made in the position of the wing-back. Some teams place the wing-back outside the offensive end, some inside, others directly behind, and still others place him back in line with the tail-back, as shown in Diagram 1.

A great many coaches now place the fullback back in line with the tail-back in order to work the fullback spin series. Others have moved their blocking back out in order to have two wing-backs, as shown in Diagram 2.

Some plays that have been developed for deception are diagrammed.

In Diagram 3 the ball is passed to 3 who drives forward and hands it to 2 who laterals to 4.

(Continued on page 50)





# Baseball, Again the National Pastime!

By John L. Griffith

SINCE the *ATHLETIC JOURNAL* is recording some of the outstanding achievements in the field of amateur athletics during the last twenty years, mention should be made of the American Legion Junior Baseball Program. When the *JOURNAL* was started, it was stated that one purpose was to assist in helping to promote more and better amateur athletics throughout the nation. This thought has always been uppermost in the minds of those who have been responsible for publishing this magazine. In discussions by members of the staff, we frequently have talked about plans that had to do with the development of more athletics throughout the nation. Our work with the magazine has naturally brought us in contact with the manufacturers who as advertisers in this publication have made the *ATHLETIC JOURNAL* possible. Consequently, in our travels we have gone to our friends in the manufacturing business and solicited their help and advice on many occasions. Some seventeen years ago the different manufacturers told us that baseball was not growing as the other sports were growing.

Those who are familiar with the *JOURNALS* which were published back in those days will recall that we conducted a number of studies designed to ascertain whether it was true that amateur baseball was declining and to ascertain, if so, the reasons for the decline. Suffice it to say we learned that, while most of the other sports were growing from the standpoint of player participation, the great American game of baseball was not keeping pace with the other games in this respect.

The National Amateur Athletic Federation at that time had undertaken the task of attempting to revive interest in amateur baseball. The *ATHLETIC JOURNAL* co-operated with the federation and it was about this time that the thought occurred to us that the American Legion posts might be interested in promoting amateur baseball for boys under seventeen years of age. There were two reasons why this thought seemed to be valid, first, in every post there is some man who is interested in athletics and such a man would perhaps enjoy serving as post athletic officer. In other words, the 11,000 posts would be able, if they so desired, to promote baseball for a great many boys each year.

Second, the Legionnaires had been asking the American people for adjusted compensation and had, about that time, just finished raising a hospital fund for their

wounded buddies. We thought that, if the Legion undertook some community work such as the promotion of baseball for boys under seventeen years of age, it would be not only a fine thing for baseball but also a fine thing for the Legion.

The idea might not have developed into anything worth while had it not been that one day Frank McCormick, now director of athletics at the University of Minnesota, who was then Legion commander of the department of South Dakota, asked the editor of the *ATHLETIC JOURNAL* to speak at a Legion convention in South Dakota. The invitation was accepted and the speaker chose to address the convention on the value of athletic training in times of war. In this connection, he also suggested the idea of Junior Legion baseball. The delegates at this convention, which was held in Milbank, South Dakota, voted to try out the plan in that state.

General Drain, who was then National Commander of the Legion, attended this meeting and at a luncheon following the morning session invited the speaker to meet with the Americanism Commission of the Legion at Indianapolis, with the thought of suggesting to the members of that commission that the national organization consider the advisability of undertaking the promotion of amateur baseball for boys.

The Americanism Commission endorsed the idea and recommended to the convention held that year in Omaha that the Legion undertake this project. The Resolutions Committee presented the matter and the convention unanimously endorsed the idea. The Legion, however, did not appropriate any money to be used in getting the plan started. Consequently, we appealed to the leading manufacturers of sporting goods and they practically underwrote the Legion program for two years.

Frank McCormick, L. B. Allison, now football coach at the University of California, Cy Kasper, former Notre Dame star, and others contributed generously of their time in the promotion of the first meets. Jonathan Butler of the Federation staff spent several weeks in Indianapolis assisting in drawing up the rules and regulations and in making the plans for the district and national tournaments.

Frank Cross was then the Americanism Commission director. Although very busy with other work of the commission, he worked whole-heartedly to put over the Legion baseball program. After Mr. Cross retired as Americanism director,

Dan Sowers was named his successor. Sowers persuaded organized baseball to underwrite the Legion baseball program and from that time to this, the leagues under the jurisdiction of Judge Landis have financed Junior Legion baseball.

The *JOURNAL* is proud of the part it was permitted to play in suggesting the idea and helping to get the plan started. The main credit, however, for the success of Junior baseball must go to Frank McCormick, the Americanism directors, Frank Cross, Dan Sowers and Homer Chaillaux, to the manufacturers who financed the program for the first two years, and to organized baseball. Today, we may safely estimate that five or six million boys have played baseball under Legion auspices since the program was started back in 1925. This must be considered as one of the important developments in amateur athletics in this twenty-year period.

## *Growth of Baseball in the Secondary Schools*

In connection with the status of baseball in the secondary schools of the country, in many of which a revived interest has become apparent, we are publishing brief statements received within the last week from the secretaries of state high school athletic associations. We would like to take this opportunity to congratulate these men who have been responsible, to such a large extent, for the revival of baseball as a school sport. We, further, wish to thank these men for their willingness to co-operate with us from time to time in furnishing us with definite information regarding the athletic activities of their states.

### *Colorado*

I believe it is true that, in general, baseball has taken on renewed activity in recent years. Among the high schools of Colorado, however, this is not true. Denver is the only city in the state that has high school baseball teams. The five high schools of Denver play a regular schedule each spring.

The state does not sponsor a state tournament for high school teams. The summer program of the American Legion creates an interest in baseball. Softball is played all over the state on summer play grounds, and tournaments are held,

(Continued on page 62)



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# PITCHING TECHNIQUE



The curve ball



The fast ball



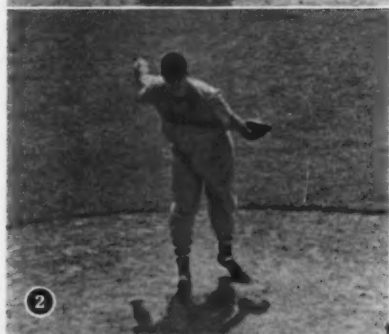
The sinker ball

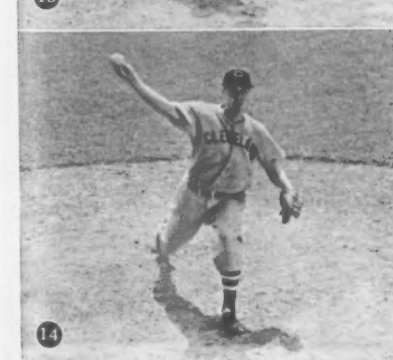
**I**N accordance with the modern method of teaching as employed by many coaches—that of making available to their athletes pictures of champions, the *ATHLETIC JOURNAL* is especially pleased to

present this study of Bob Feller, a present-day champion pitcher.

The young “strike-out king” of the major leagues from Van Meter, Iowa, in his first full major league game struck out

fifteen members of the St. Louis Browns. In his first year pitching against Philadelphia, he struck out seventeen men in a single game, and two years later he established the all-time major league record,





eighteen strike-outs in one game. In 1940, he pitched three hundred and twenty innings. He has two hundred and sixty-one strike-outs to his credit. Feller won fifty-one games in two seasons.

Bob Feller is a champion whose pitching technique coaches and players will enjoy studying in this series of pictures.

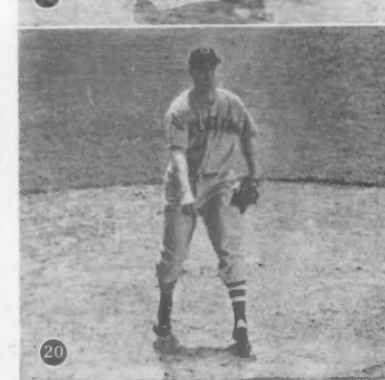
The fast ball is held in the back of the hand—not quite touching the palm. The forefinger and second finger are placed on top of the ball, fairly close together, not too tight. The ball is gripped either across or with the seams.

The curve ball grip is very much the same, although the thumb may be held a little further under the ball. The release, however, of the curve ball is entirely different. The ball is let go on the side of the first finger, right under the thumb. This gives the ball an over-spin which, with the quick break of the wrist, causes the sharp break of the ball.

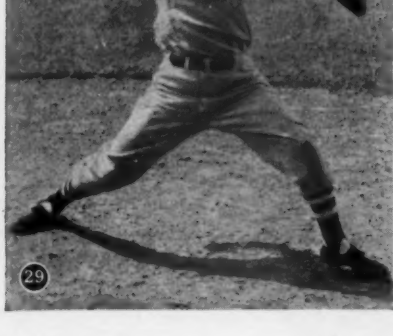
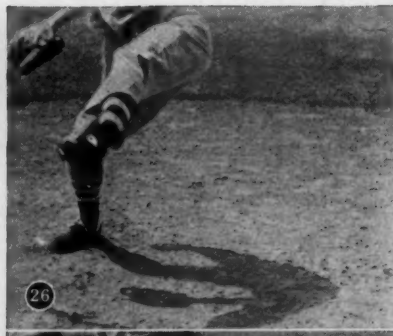
The sinker ball is practically the reverse of the curve ball with the fingers under the ball and the thumb on the top.

Illustrations 1-20 take the observer through a complete pitch. Note the deliberation as Feller adjusts himself in the proper pitching position (1-6); then the kicking the left leg up across the body, a balance for the pitch (8-10); the stride forward, (11-15). Even though the stride has taken place, the pitching arm still remains far back of the shoulder, a good example of pitching *against* the stride not *with* the stride. The finish of the follow-through is seen in 17, 18 and 19, and 20 shows him back in fielding position.

Illustrations 21 to 34 show Feller's footwork, a fundamental just as important as any in pitching. Note the perfect balance as all the weight rests firmly on the right





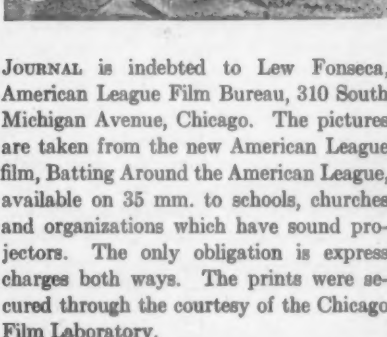


foot. The left leg is then kicked high in the air before the delivery of the ball, to create maximum speed. Then, note the stride (Illustrations 27-30), five feet and six inches and the follow-through (32-34).

In the close-up pictures of the upper part of the body, note especially Illustration 46. This is an ultra-speed picture that smashes one of the oldest theories in baseball. Instead of releasing the ball far out in front, Feller releases the ball just as the hand passes the pitching shoulder.

For this series of pictures, the ATHLETIC





JOURNAL is indebted to Lew Fonseca, American League Film Bureau, 310 South Michigan Avenue, Chicago. The pictures are taken from the new American League film, *Batting Around the American League*, available on 35 mm. to schools, churches and organizations which have sound projectors. The only obligation is express charges both ways. The prints were secured through the courtesy of the Chicago Film Laboratory.

# Twenty Years of Gains and Changes in Basketball

By Forrest C. Allen

Director of Physical Education and Basketball Coach, University of Kansas

**W**HAT a galaxy of events in the history of basketball is this year, 1941 A. D! The Golden Anniversary of Basketball. The Silver Anniversary of the Joint Basketball Rules Committee! Two decades of phenomenal progress in basketball.

What has inspired the phenomenal growth and progress of this great game? How have the offense and the defense changed? Why the great popularity of this sport? These are a few questions for which we find the answers.

From the inventor's peach basket to the present iron rim; from a soccer football to a full-sized regulation basketball; from the large rectangular 6' x 4' backboards, that were first made of chicken wire, then glass, then wood, to the present streamlined fan-shaped pressed-steel backboards, the game of basketball has steadily forged ahead to become one of the most popular amateur sports. The original purpose of the large backboards was to keep spectators and partisans of the game from kicking or batting the ball away from the basket. Later the players learned to bank the ball from these large boards. The Research Committee of the Rules Body, by cutting away the dead wood, retained only the fertile area of the board. The radical reduction in size of the backboard has aided spectator visibility, back of the basket, more than 50 per cent.

From the small low-ceilinged gymnasiums to the massive field houses of today; from audiences of a few hundreds to crowds of from 12,000 to 20,000; from nine, then seven to five players on a side unfolds the unprecedented growth of the fifty-year-old indoor game of basketball.

Everyone knows that the distinguished Dr. James Naismith, former Professor of Physical Education at the University of Kansas, while a student at the International Y. M. C. A. College in Springfield, Massachusetts originated the game in 1891. A photostatic copy of the original thirteen rules are encased in a frame in my office. As a medium of comparison the original rules are given herewith.

1. The ball may be thrown in any direction with one or both hands.

2. The ball may be batted in any direction with one or both hands, never with the fist.

3. A player cannot run with the ball; the player must throw it from the spot where he catches it, allowance being made

for a man who catches the ball when running at a good speed.

4. The ball must be held in or between the hands; the arms or body must not be used for holding it.

5. No shouldering, holding, pushing, tripping, or striking in any way the person of the opponent is to be allowed. The first infringement of this rule by any person shall count as a foul; the second shall disqualify him until the next goal is made, or if there was evident intent to injure the person, for the whole game; no substitute allowed.

6. A foul is striking the ball with the fist, violation of Rules 3 and 4, and such as described in Rule 5.

7. If either side makes three consecutive fouls it shall count for a goal for the opponents. (Consecutive means without the opponents making a foul.)

8. A goal shall be made when the ball is thrown or batted from the grounds into the basket and stays there, providing those defending the goal do not touch or disturb the goal. If the ball rests on the edge and the opponent moves the basket, it shall count as a goal.

9. When the ball goes out of bounds it shall be thrown into the field, and played by the person first touching it. In case of a dispute, the umpire shall throw it straight into the field. The thrower is allowed five seconds; if he holds it longer, it shall go to the opponent. If any side persists in delaying the game, the umpire shall call a foul on them.

10. The umpire shall be the judge of the men, and shall note the fouls, and notify the referee when three consecutive fouls have been made. He shall have power to disqualify men according to Rule 5.

11. The referee shall be judge of the ball, and shall decide when the ball is in play, in bounds, and to which side it belongs, and shall keep time. He shall decide when a goal has been made, and keep account of the goals, with any other duties that are usually performed by a referee.

12. The time shall be two 15-minute halves, five minutes between.

13. The side making the most goals shall be the winner. In case of a draw, the game may, by agreement of captains, be continued until another goal is made.

Important fundamentals of the game as played today are found in the original thirteen rules. This fact is a remarkable tribute to the sound judgment and fore-

sight of their author.

## *How Have the Offense and the Defense Changed?*

Due to Dr. Naismith's uncanny vision in his first thirteen rules, the fundamentals of the game have changed but little, if any. But the rules makers have legislated rules since which have affected both the offense and the defense.

The three-second rule, the ten-second rule and the elimination of the center jump have all contributed to the present hurricane, heart-splitting game that we have at present. The fundamentals, however, have remained about the same. The accepted unified terminology of the game, the formation of the National Association of Basketball Coaches and the Research Committee, both of the Rules Body and Coaches Association have been a definite factor in stabilizing and improving the rules and administration of basketball.

Why the great popularity of the sport? Basketball has had truly an amateur as well as a sound educational and a real missionary background.

(1) The genuine amateur sports promoters of America are the boards of education of the high schools and the boards of regents of the universities and colleges. There are 27,474 high school buildings in the United States. There are also 9,158 junior high schools, 918 colleges and 600 junior colleges. It is reasonable to suppose that most of these educational institutions have gymnasias. These gymnasias are built and maintained by public tax money. The maintenance of a basketball court is small and the equipment is inexpensive. Due to the fact that no cancellations of basketball games occur on account of weather conditions, the games can be played in all climes at regular times. Basketball can be an individual game as well as a team game. Children of practically all ages, therefore, can play it without serious consequences.

In the words of the great inventor who said, "Basketball is a game easy to play but difficult to master." The ball is always out in the open. It is not hidden from view as it is in football, when mass play is in the order. Many mid-Western university coaches have told me that they have checked every able-bodied boy entering their universities and have failed

(Continued on page 61)

# CALLING ALL AGES

to  
"MAKE THE MOST OF PLAYTIME!"  
She Did—Will You?



This charming lady of eighty-one years is Mrs. Robert B. Gregory, who has resided in Chicago since 1860, in a neighborhood once famed for its illustrious personages and beautiful mansions. But, like many another section, it suffered socially from the encroachment of factories. Children had to play in dangerous streets and debris-filled vacant lots.

Mrs. Gregory, in behalf of these youngsters decided to rectify this condition, and when she decides to do anything it is as good as done! So, with the co-operation of the Chicago Recreation Commission, she organized a committee to construct a community playground across the street from her home.

In a short while an excellent field was built. Many of her former neighbors contributed the necessary money, the local business concerns donated materials and committee members gave their time and labor. The health, safety and amusement of the children are now under the supervision of a competent physical education director.

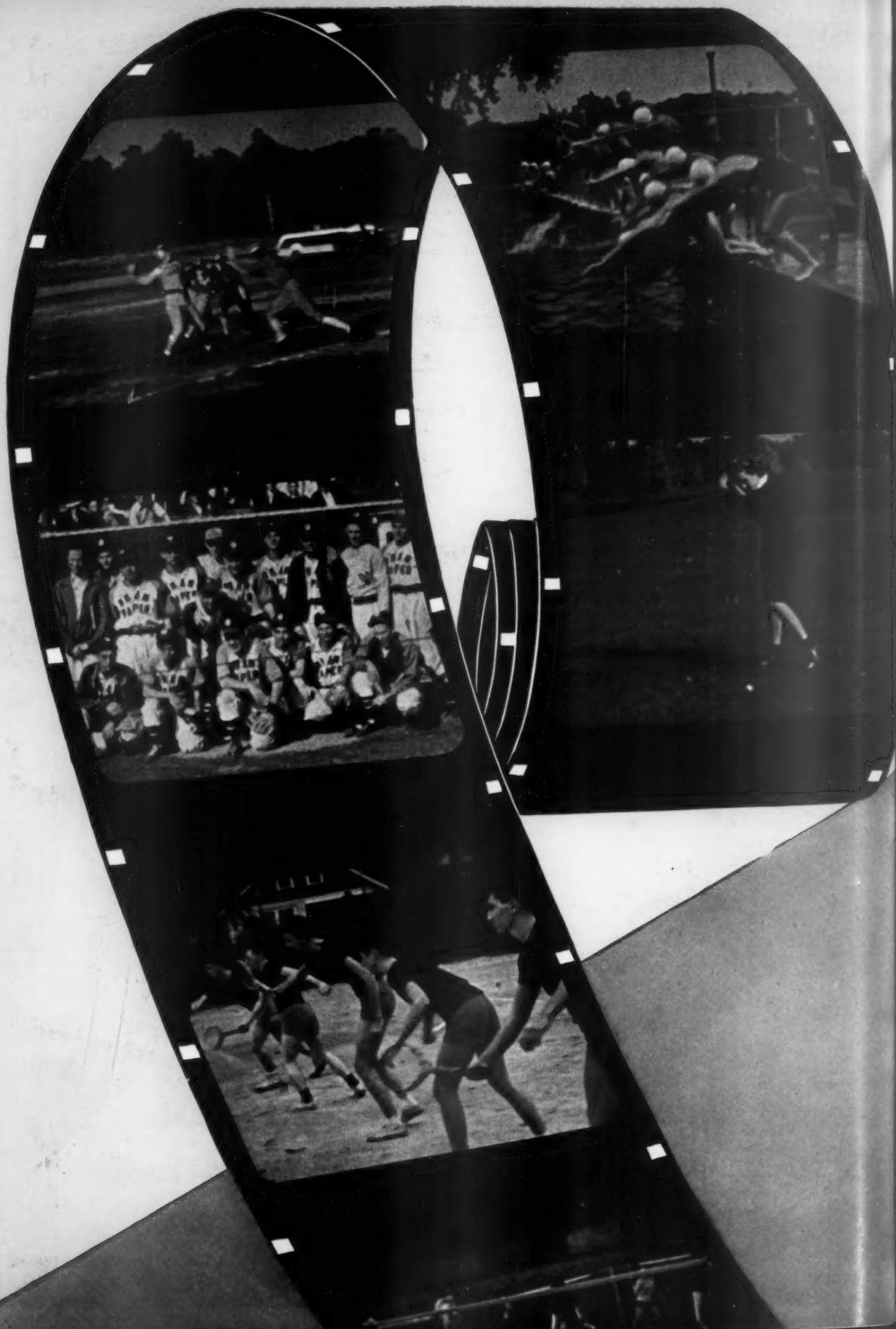
Mrs. Gregory has lent an amazing energy to civic endeavors, and serving on committees. Her achievements were so outstanding that The Athletic Institute incorporated her story in its new sound movie in color, "MAKE THE MOST OF PLAYTIME!", which is endorsed by The American Legion and the N.C.A.A.

In this picture you also see and hear outstanding authorities tell what is being done to promote more and better athletics. The movie is arousing tremendous national interest, and will benefit everyone connected with the care of American youth, physical education and recreation.

TURN THE PAGES AND LEARN WHAT THIS FILM MEANS TO YOU AND YOUR COMMUNITY



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# THUMB NAIL SKETCHES OF OUTSTANDING MEN WHO HAVE HELPED TO MAKE POSSIBLE THE PRODUCTION AND DISTRIBUTION OF THE ATHLETIC INSTITUTE'S SOUND MOVIE IN COLOR:



**MILO J. WARNER**, National Commander of The American Legion. "The world is looking to America for men of thought and men of action," says Mr. Warner. "Every physical and mental resource we possess will be called into play to conquer the problems of the hour. If we are to defend our land and our homes we need participation in play to keep alive the physical and mental stamina that took the covered wagon across the mountains and prairies."

**FRANK G. McCORMICK**, Director of Physical Education at the University of Minnesota, heads the Legion drive for national physical and health education and recreation. He was instrumental in having the state of Minnesota pass an enabling act, which allows school districts and governmental agencies to make athletic facilities and leadership available the year round for both youths and adults. McCormick urges that other states do likewise.



**MAJOR JOHN L. GRIFFITH**, President of The Athletic Institute. "In this world of today the law of the survival of the fittest is still in operation. This means that the strong survive and the weak perish. We who are interested in sports and athletics believe that on the playing fields of America our young men are being trained and disciplined to do their part in whatever struggle lies ahead. With this generation rests the responsibility of making the United States strong in body, in will and in character."

**FIELDING H. YOST**, famous Director of Athletics at the University of Michigan. "I am sometimes asked what value young people get from athletics. My answer is, what would they do if we did not permit them to play, and did not provide them with the space in which to play? They would find their own diversions, and many of us would regret their choice. They will grow by doing, but let us be sure they grow right by doing what is right."



**HOMER CHAILLAUX**, well-known Director of the Americanism Commission of The American Legion, who made such an outstanding success in putting across the Legion Junior Baseball program, is enthusiastically co-operating with Frank McCormick in getting national distribution for The Athletic Institute's color sound movie, "MAKE THE MOST OF PLAYTIME!" Chaillaux, Yost and McCormick have recently been elected to the Institute's Board of Directors.



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ACTION SCENES FROM  
**"MAKE THE MOST OF PLAYTIME!"**

A Sound Movie in Colors For Non-Commercial Showing

*Sponsored By and Released Through*

**THE AMERICAN LEGION**  
 {AMERICANISM COMMISSION}

*In Collaboration With*

**THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION**  
*and*  
**THE ATHLETIC INSTITUTE**

*Be Sure to See* **"MAKE THE MOST OF PLAYTIME!"**

# IT'S EVERYBODY'S JOB!

Now that you have seen a "preview," as it were, of "MAKE THE MOST OF PLAYTIME!", you naturally want to know how to secure a print for your community in order to see an actual showing, and also what it will accomplish for you. But first, let's learn why this film was made.

## Reason for the Color Sound Movie

American manhood and womanhood as scholastic training. The color sound movie, "MAKE THE MOST OF PLAYTIME!", therefore dramatizes the possibilities of these smaller communities developing all kinds of supervised recreation programs at low cost when properly organized.

The Athletic Institute was desirous of producing a picture that would be completely non-partisan and non-commercial. It was conceived to benefit every one in any way connected with physical education and recreation. To that end it collaborated with The American Legion, the N.C.A.A. and recognized sports authorities to prepare a film that has been acclaimed one of the outstanding accomplishments in the field of athletics.

## American Legion Co-operation

athletic facilities and leadership available for both youths and adults the year round, on a twelve month instead of the usual nine month basis, and at only a fractional added expense. The American Legion urges all states to follow Minnesota's example.

## Digest of the Minnesota Recreation Law

The recreation law gives school districts power to use their facilities for the promotion of community recreation twelve months during the year. A copy of the entire act is yours for the asking.

Minnesota pioneered in this development. Some idea of its success can be gained by citing statistics of its growth. In the summer of 1937, after the passage of the enabling act, 119 communities sponsored community recreation. In 1938 the number increased to about 200, while 1939 showed 218 communities reporting some type of recreation activity.

## Amer. Legion Sponsors Color Sound Movie

THE MOST OF PLAYTIME!", met with such enthusiastic Legion approval that this powerful organization decided to sponsor the film as the core of its nation-wide educational program and to distribute it throughout its 11,714 Posts. The Institute donated the initial quan-

Youngsters in medium and large-sized cities have, as a rule, the advantage of supervision under an Athletic Director that hundreds of thousands of boys and girls in smaller communities do not possess. Properly directed sports are just as necessary to the well-rounded development of our future

The Minnesota Department of The American Legion several years ago collaborated with Frank G. McCormick, Director of Physical Education at the State University, in securing passage through the legislature of an enabling act which allows school districts and governmental agencies to make

The Minnesota recreation law makes legally possible the expenditure of public funds by any city, village, borough, town, county, school district, or any board thereof, for the promotion of recreation. Legally, schools are maintained for not less than seven and not more than ten months.

Frank McCormick's activities were so successful in Minnesota that they attracted the attention of the national headquarters of The American Legion, who appointed him to direct their country-wide program of physical and health education. The Athletic Institute's color sound movie, "MAKE

tity of prints to get the ball rolling. However, the need for sufficient prints to do a national job is tremendous. Naturally, the more that are available the more effective the results will be.

## The Financing Plan

Legion, in making this wonderful voluntary contribution of its personnel, cannot, of course, be expected to purchase prints.

So the appeal is being made to patriotic and civic-minded citizens and institutions to buy the prints and donate them, with their compliments, to the various Legion State Commanders, who in turn will arrange for showings, not only in local Legion Posts but through all types of social agencies, such as the Lions, Kiwanis, Rotary, churches, women's clubs, etc., for the purpose of stimulating them to greater efforts on behalf of the athletic development of young America.

16 mm. color sound prints are being sold from their source at cost—\$150.00 apiece, plus express charges. Make all checks payable and mail to McCORMICK EDUCATIONAL PROMOTIONAL BUREAU, 209 South State Street—Room 1724, Chicago, Illinois. Due acknowledgment will follow. Please specify TO WHOM you wish the print shipped.

## Who Will Benefit?

with The American Legion, the N.C.A.A. and The Athletic Institute. The campaign needs the co-operation of everyone interested in the welfare of American youth:

1. Educators; 2. Athletic Directors; 3. Coaches; 4. Golf and Tennis Instructors; 5. Physical Education Directors; 6. Recreation Supervisors; 7. Merchants and Dealers.

The success of this program will mean a stronger, more virile citizenry, ready and willing to preserve our heritage of freedom.

## This is YOUR Opportunity!

prospects. Then appeal to them to purchase prints, and present them to your local Legion Post Commander, who will then arrange for non-commercial showings and see the job through to its conclusion.

Wherever this picture is being shown it elicits generous financial response and real community action. One or more can jointly purchase a print. This fascinating movie is inaugurating a national athletic program never dreamed of before. It is expanding sports activities in other communities—why not yours? For further information write to Mr. FRANK G. McCORMICK, Director of Physical Education, University of Minnesota, Minneapolis, Minn., or to the

The financing plan is this: The American Legion is furnishing free of charge its enormous man power of over 1,000,000 men to be used as a spearhead in the drive to show The Athletic Institute's color sound movie through as many Legion Posts as the number of prints will permit. The

This is an educational endeavor by patriotic citizens to increase the physical strength and moral stamina of the nation. It is under the direction of the McCORMICK EDUCATIONAL PROMOTIONAL BUREAU, a non-profit organization for the advancement of athletics, collaborating

What is most necessary? The American Legion needs now PRINTS, PRINTS, PRINTS! Tackle the job at once. Tie in with this nation-wide sports program. Prepare immediately a list of public-spirited citizens in your community. Select the "go-getters" to approach the most likely

**McCORMICK EDUCATIONAL PROMOTIONAL BUREAU**  
209 SOUTH STATE STREET ROOM 1724 CHICAGO, ILLINOIS



# Intercollegiate Athletics in Relation to National Defense

By A. N. (Bo) McMillin  
Football Coach, Indiana University.

IT is a distinct privilege for me to represent the American Football Coaches Association on this occasion. Those of you who have heard me speak before know that my style is strictly that of "catch-as-catch-can." However, for this occasion, I have put on paper some of the ideas which I believe have an important bearing upon the crisis which we are facing and which, unfortunately, we will continue to face until a more satisfactory solution has been reached.

The text which I have chosen for this occasion is based upon the triangular conception of the human organism evolved by the Greeks in their earliest aspect of a progressive educational and citizenship program. This idea recognized the need of a program designed for the development of mind, body, and soul. I believe the time has come for our organization to let the public at large in on the secret, that, those of us, who have devoted our lives to an athletic training program, have, contrary to the popular belief, from the beginning stressed the importance of the development of this triangular base of the individual. It will be news to some, that the physical performance on the athletic fields, because it is that which is most easily seen, is not our only concern. What they have not realized is that the overt physical manifestation of the well-trained athlete is but the outward result of an inner, mental and spiritual development. I am sure that all of you, who have been so vitally interested in athletics for years, will agree with this fundamental concept. With this thought in mind, let us proceed to the topic of intercollegiate athletics in relation to national defense.

One hundred sixty-four years ago, a small group of far-seeing men founded the United States. It was their purpose to establish a form of government where necessary and desirable religious, moral, social and industrial changes could take place through the will of the masses.

No one will, I believe, challenge the statement that this period has presented more far-reaching and profound changes than any other in all the five thousand years of recorded history. Vast and unequalled social revolutions have come about during these magnificent years. The last two decades constitute the most significant segment of this entire era. We have observed and, to some appreciable extent, participated in new and changing theories and practices of government and society. Some of these changes have re-

*THIS is the fifth of a series of articles on Athletics in Relation to National Defense. Last month the address made by President William Mather Lewis at the annual joint meeting of the National Collegiate Athletic Association and the American Football Coaches Association was published. At this meeting the viewpoint of the coaches was expressed by A. N. (Bo) McMillin. We are privileged at this time to present Mr. McMillin's address.*

sulted in releasing humanity from the mental and physical slavery which had held it in a peculiar bondage for many centuries. Man's spiritual and mental world has been greatly enlarged by the miracle of machine-made leisure. We are marching steadily onward to still wider horizons and exciting frontiers, some of which, no doubt, are destined to disillusion, to disappoint, and, in some instances, to destroy; others to vivify, to exhilarate, and to enlarge greatly our social and cultural life.

I point out that during the last twenty-one years, approximately nine hundred million people have relinquished liberties that it took them centuries to win: freedom of speech and of the press, freedom to criticize and to oppose parties in power, security of person and of property. Millions have been robbed, starved, and put to forced labor. How is such possible, you may ask? The obvious answer is, that these nine hundred million people were not sufficiently concerned about what happened to them, to develop a program designed for their own good. So they followed unscrupulous leaders in a fatal game of blindman's buff; and all of this within twenty-one years after a world war, which was fought to preserve the ideals of democracy, but which in reality seems, twenty-one years later, to have been only the forerunner of a cataclysmic war period, unequalled in history.

Some, however, will say that what happened to the nine hundred million happened very, very far away, and may, in the popular phrase of Mr. Sinclair Lewis' book, repeat, *It Can't Happen Here*. Doubtless, so once thought the nine hundred millions; and that very attitude was one of the factors which made such conditions possible. With this fact before us, let's leave the foreign scene and view conditions at home. After a careful examination of recent social trends, we find that of

the great social organizations, two, namely, the economic and the governmental are growing at a rapid pace, while two other historic organizations, the church and the family, have declined in social significance, although not in human values. The church and the family have lost many of their regulatory influences over behavior, while industry and government have assumed a larger degree of control.

The consensus of men, furthermore, indicates that we are in the midst of the most important social changes which have come about in any period of our country's history. Now, let us look at the athletic program in the light of its significant contributions to social and educational progress. In order for us to have the best possible type of athletic program, two things are essential. The first is that we must develop a program, that will make it possible for all the boys in the United States to participate in well-supervised athletic games. The second is that this training must begin early in the boys' lives. The results we are getting under our present program more than justify the time and money spent on it but it isn't enough.

I, for one, am proud to be associated with the type of training which does not have to be forced upon the youth of America. I point with pride to the fact, that it is our privilege, as coaches and men interested in athletic games, to design a program which has utilized the enthusiasm, the physical energy, the alertness of mind, the spirit of co-operation of young men and directed these assets into channels which will enable them to play the game of life, whatever it involves, after they leave the athletic fields.

When I say that I am proud to be associated with this type of training, I can honestly say that I am speaking not merely as a coach whose objective is to teach eleven boys to go out and score touchdowns. Oh yes, I like those touchdowns. We all do. But I believe it is a fair statement, and an accurate one, that we football coaches of America see ourselves primarily today as teachers, no less than the instructors and professors of chemistry, English, and mathematics. We see ourselves as men who are helping the boys in our charge to obtain a well-rounded education that will make them more easily adaptable to the fast-moving, highly complex life of today. We are teachers and approach our jobs as such. And, I might add, there has been, during

(Continued on page 59)

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JOHN L. GRIFFITH, Editor

## Twenty Years

**T**WENTY years ago in March, the first issue of the ATHLETIC JOURNAL was published. Since this, in a sense, is an anniversary number, we have thought it fitting to review some of the events that have transpired during this period.

It seems especially fitting that we should call attention to the conditions that brought this publication into existence, because in some respects some of those conditions are today being repeated. First, the last war emphasized the value of athletic training in terms of military training. Further, in many ways there was a great impetus given to athletic sports in the post-war period. Likewise, as we have suggested before, the draft twenty-two years ago pointed out some weaknesses in our body politic. We refer especially to the physical condition of the young men of military age.

It was chiefly because of this last item that we decided to publish a professional magazine for coaches in the schools and colleges. They had not asked us to do this, it is true, but, before launching the magazine, we asked a great many of the prominent coaches and athletic directors whether they felt there was a need for such a publication. Almost without exception these men urged us to undertake the enterprise. Those of us who conceived the idea of the Athletic Journal and performed the necessary work and assumed the financial risk, had had no experience in the publishing business. However, we did the best we could and with the help of the manufacturers who advertised their products in the magazine and with the help and patience of our coach friends, we finally got the child on its feet.

These twenty years that mark the life of this magazine have been record breaking years. Those students of history who may at some time or other have wished that they had lived in some of the tremendously important periods should realize, however, that there probably never has been a more critical period in the history of world events than these twenty years concerning which we are now

thinking. We are not inclined to agree with some of our friends that a revolution is necessarily a mark of progress. Some revolutions have been brought about because impossible conditions existed and a change was necessary. Others have been promoted by designing individuals. We are not qualified to predict whether historians one hundred years from now will record that the revolutionary changes that have taken place in our country in the last twenty years were on the whole for the good or not. Human beings through all time have fought the battle of good against evil. The good has, for the most part prevailed in past struggles of this sort. Let us hope that out of the climactic changes that we have witnessed in these twenty years, right will triumph over wrong.

We mention these things because economic, social and political changes affect educational progress and we think of school and college athletics as a part of education. Therefore, to some extent, at least, the attitude of our people toward the games of youth has been affected by changing events. Today, with a world war in the offing, we hear very little criticism of the manly sports which place an emphasis on courage, strength, and a fighting spirit.

What will be the situation when this war ends? Again we cannot essay the role of a prophet but, following wars in the past there has usually been an impetus given to athletics and perhaps we may reasonably expect that the attention given the activities which are supposed to toughen and harden our youth will carry on into the post-war period.

Further, we may most certainly expect a revolution of feeling toward war, similar to that which was noticeable in the years immediately following the last war. Our generation that fought the last war, taken by and large, was bitter regarding the whole thought of war, after the war had ended. A great many people blamed religion, education and government for the war of 1914 to 1918 and we all recall the pacifist movement and the billboards carrying such signs as "Outlaw War." Some of the people who were especially bitter about the whole war business also criticized our fighting games. Perhaps we may expect the same phenomena when the shooting ceases in this war.

Of one thing we may be certain and that is that the younger generation will have to suffer because of the depression caused by the last war and because of whatever new depression there may be following this war. Our depression, which started in 1929, was bad enough but we had no wreckage of former depressions to clear away before the impact of the 1929 depression hit us. The new depression will come before the last vestiges of our present depression have disappeared. For one thing, we had a very small national debt in 1918. Today, there is every evidence that our national debt will go to at least one hundred billion dollars before we are through with the present war. When the last depression came, we had huge reserve stocks. These stocks are now being rapidly consumed.

So far as equipment is concerned, our coaches following this war will have grounds and buildings such as were unknown at the end of the other war.

They will have undoubtedly about the same number of American boys and girls to train and, so far as can be seen now, there will be a demand for physical educators, coaches, athletic directors, call them what we will. There will be a demand for men to supervise and direct the play activities of the youth of this nation.

Whether the *ATHLETIC JOURNAL* has been of any value during these twenty years in helping to make a better citizenry, which means a better America, we will leave for others to say. For our part, we have enjoyed contact with the coaches of the country, which our publication has given us; we have rejoiced that our athletics in this country were for the most part in the hands of school and college men with whom we have been permitted to associate. We have hoped that we could make some contribution to our country by enlisting the co-operative effort of the coaches in the educational institutions in the development of such intangibles as the American spirit, American courage, the American will to win, and the belief in fair play.

## ***Strength and Civilization***

IT is reported that Winston Churchill once said, "Culture and literature are all very well, but culture without strength soon ceases to be a living culture."

Someone else has observed that, "All history was the story of people's going uphill in wooden shoes and coming down the other side in silk stockings."

Is it true that people soften as they become civilized? Some years ago when it was legal to use live decoys in hunting ducks, a farmer in Illinois had a flock of domesticated mallards that he used as decoys when the flight was on. The wild duck would light among the decoys and then, when frightened, would fly away. The hunters by shooting those that were first to get under way shot only the wild ducks and never hit the domesticated mallards. The wild ducks were faster and tougher than their domesticated, or, shall we say, civilized brothers.

Channing Pollock has stated that, "Physical atrophy is attended by the withering of the spirit, and a contempt of morals, principles and ideals. It is the barbarians who are always willing to die for a cause—not the civilized people."

At a time when many of our students were signing the Oxford pledge and were swearing that they never would fight in defense of their country, no matter what the provocation; when the pacifists were trying to drive the ROTC units out of the schools and colleges; when we as a people were trying to outlaw war, and to find happiness from living off of the results of others' work, the German people were undergoing hardships with which we are all familiar. There is no need reciting the experiences of others to bring out the point of this editorial.

We, perhaps, have called attention to this matter, which today seems more important than ever, but, if so, we believe it will bear repetition. The thought which we want to pass on to our readers is this, that,

during the twenty odd years since the last war ended when too many were inclined to agree with those who told us, that we should eliminate the competitive system and find an easy mode of life; that society owed us a living whether we were willing to make any returns to society for that living or not; that hard work was a curse and a lazy existence a blessing, we did not carry those ideas into our school and college athletics. Rather, in a great majority of our educational institutions, culture, literature, and physical education were all given a place in the pedagogical scheme.

Without being too pessimistic, perhaps we may be pardoned for suggesting that, following the present world wars, when our surplus will have been consumed, we will have to work as long hours as our fathers did. Our standard of living will be certainly no higher than it was at the turn of the century. Our people will not have as much leisure time as they have been accustomed to and hard work and strenuous effort will not be longer looked upon as a sin. Instead of trying to find ways of making life safe, easy and foolproof, this generation will be forced to find ways by which to obtain the bare necessities of life. As the next generations of Americans work hard, or as the philosopher has suggested, start climbing the hill in wooden shoes, they will become tough. In conclusion, our athletes always have climbed hills in wooden shoes. They have learned to fight their own battles, to take punishment, to give all that they had for what they believed to be right. In other words, our boys and girls who have, thanks to the schools and colleges of the country, been taught the lessons of the play fields, have also become acquainted with culture and literature at the time that they were becoming strong.

## ***Athletic Literature***

DURING the twenty years that the *ATHLETIC JOURNAL* has been published, a large number of the leading high school, college and university coaches and athletic directors have contributed articles dealing with various phases of athletic sports. These men have certainly contributed to the athletic literature of our time. Perhaps it is not too much to hope that, in future years, the bound copies of the *JOURNAL* will be considered a valuable record of certain developments and trends in school and college athletics.

If we were able to present in this anniversary issue the names and biographies of the coaches who have, through the columns of the *JOURNAL*, passed on their ideas and discoveries in the field of sport, we would at the same time be able to pay tribute to a large number at least of the men who have made a contribution of tremendous value to the life of our times.

It may be that a national body will undertake to ascertain to what extent the schools and colleges have in the last twenty years contributed to the physical fitness of our people. There is need for such a survey.



# The National Federation of State High School Athletic Associations Has Come of Age



By H. V. Porter  
Executive-Secretary

**T**HE year 1941 is the twenty-first anniversary of the formation of the National Federation of State High School Athletic Associations. No fanfare announced its advent. In fact, it was two years before the name of the infant "Midwest Federation" was changed to the present one. Illinois, Iowa, Michigan and Wisconsin were the charter member states. Growth from a membership of these four states to the present one of thirty-seven states is an outstanding development because it typifies teamwork on the part of 20,000 high schools acting through their state associations. This teamwork has enabled them to formulate policies and plans for improving high school athletic conditions.

The growth of the high school organization during the two decades paralleled that of the collegiate organization and that of various athletic institutions such as the Athletic Journal. The Athletic Journal editor, John L. Griffith, was one of the principal speakers at the 1922 meeting of the Federation. At one time the Journal referred to the Federation as an organization "representing the largest organized body of athletes in the world."

The Federation was organized primarily to secure proper adherence to the eligibility rules of the various state associations in interstate contests and meets. As the prestige of the national organization grew, a number of desirable results along these lines were manifested. A program for the sanctioning of interstate meets was worked out. This later led to definite action relative to the policy connected with national and sectional athletic events. At the present time, no national athletic meet or tournament is sanctioned. Meets or tournaments which involve the schools of more than one state are sanctioned in accordance with definite limitations in connection with distance to be traveled and amount of school time which is taken by the participants.

The scope of the National Federation work was gradually broadened. Regional conferences were sponsored so that all high school men connected with the various state high school athletic associations might profit through an exchange of experiences and a pooling of interests. Gradually the group which became active in connection with the National Federation

reached the point where they were convinced that the best interests of the high school athletic departments demanded that special attention be given to the adapting of the various sports to the needs of the high school boy. This could be done only through a scientific study of the relationship of these sports to the high school program, to the setting up of machinery, whereby the nature of the games might be influenced by the men in direct charge of high school athletics and through the setting up of a nation-wide system of experimentation and observation.

To be specific, the sizes of the football and basketball were found to be unsuited to the hands and muscular powers of the high school boy; some of the apparatus used in track work was found to be unsuited to the stage of development of the high school athlete. Some of the apparatus which must be regarded as a necessity in certain of the games was prohibitive in cost as far as high school athletic departments were concerned. After thorough studies along these lines, action was taken in the drawing up of proper rules which would take these matters into consideration. Space does not permit the listing of all the things that have been accomplished as the result of these rules-writing activities. Among them may be mentioned the following: a reduction in the size of the football and basketball; the revolutionary development of a better way to manufacture basketballs, such as the molded type balls; the 39-inch high hurdle; the high school discus; the shorter low-hurdle race and the development of a comprehensive program in each of the states, whereby definite training is given in game administration. This latter program has resulted in uniform methods of game administration. This covers the work of athletic officials, contest managers and coaches. Uniform interpretations have eliminated many difficulties which once were common. Coaching and playing ethics have been placed on a higher plane because of the state-wide and nation-wide campaigns for uniformity and good sportsmanship.

The state associations have pooled their efforts through the National Federation in a nation-wide program of experimentation.

Each year the sport which is in season is carefully observed and experimental proposals for improvement are tried out in laboratory schools throughout the country. All of these efforts are co-ordinated through the national office. Included in this experimental program is a thorough check-up at the end of each football and basketball season to determine the sentiment of high school leaders and to gather the best thought of the country in connection with improvements for the succeeding season.

In these programs the National Federation has published many books and bulletins. The number of football and basketball rules and play situations books is in excess of 100,000 each year. These are supplemented by countless printed bulletins. As an illustration, last year 45,000 printed basketball interpretation bulletins were used by the high schools.

The national office issues a *National Press Bulletin* at regular intervals. Materials from this bulletin are relayed direct to thousands of high schools through the member state association magazines and bulletins. This National Press Service is a big factor in enabling the many schools to maintain contact through this medium of communication. It also co-ordinates the efforts of the various state associations in connection with the formulating of proper policies.

All of the work in connection with the improving of game conditions led to activity on the part of the state associations in connection with the protection of high school athletes against injury. At the present time twenty-three states have an athletic benefit program through which such protection is given. The administration is through the state association office.

Among the printed forms which are available through the national office are the following: Application for Sanction of Multiple Interstate Meet, Interstate Contract Blank and Application for National Record in Track and Field.

On September 1st, 1941, the work of the National Federation had grown to such a size that it required the opening of an independent national office with a full-time executive officer. This office is maintained at 7 South Dearborn Street, Chicago.

(Continued on page 58)



# Start your season BIG LEAGUE STYLE!



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**BASEBALL EQUIPMENT**

# A Comparison of the Track and Field Records of 1921 and 1940 Is Proof of Progress

## Twenty Years in Hurdling

By Harry Hillman

Track Coach, Dartmouth College

**A**BOUT the time the Athletic Journal was first issued, the present day hurdling form began to be developed. Until that time the technique in hurdling had not made much progress. It was true we had some remarkable hurdlers in Kraenzlein, Smithson and many others, and had these hurdlers used the same form now being used, they undoubtedly would have made far better performances. Kraenzlein for instance was a wonderful athlete and when he established a new record for the 120-yard high hurdle in 15 1-5 seconds, both his arm and leg actions were rather crude.

From the writer's experiences as a hurdler, I might say that the hurdlers in those days knew little or nothing about the present day hurdling form, but we just ran at the hurdles and cleared them as best as we could.

The bent front knee action in approaching the hurdle, the well-timed arm action, the body bend, the down front-leg thrust and the rear leg swing began to be studied so that to-day the good hurdlers have been able to better their performances by over two seconds.

Thomson, Murray and Kelly from the far West and Simpson from the middle West were the athletes who began the new method in hurdling and their form has been perfected as the years have rolled along. Although I had hurdled for ten years, I must confess that when Earl Thomson came to Dartmouth as a student I picked up more knowledge about hurdling, as I watched him for a month or so, than I did in all my competitive years.

In the old days it was customary to select candidates for hurdling honors from those boys who did not have enough speed for the sprints or possibly those who were too ungainly for other events, but the present method is to select those who have plenty of speed and are fairly tall. Take the present crop of hurdlers as Tolmich, Wolcott, Dugger and others. Each one of these boys has an abundance of speed and they are really good sprinters.

Better tracks, more experienced coaches,

better hurdles and more attention to speed have greatly improved the hurdling performances.

Even the hurdles have been improved so that with the new L-type hurdle there is no rise in falling. When the old T-type hurdle was in use, a hurdler would be obliged to watch for this rise and in most instances this rise was about two inches. In using the old T-hurdle, if a hurdler happened to tip the hurdle a little with his rear knee, by the time his ankle came along, he would really be hurdling 3 feet 8 inches, and this rise would many times trip the hurdler and usually would result in a bad fall. Furthermore, the hurdles are now adjusted so that at each height the overturning force is the same, the official requirements being an eight-pound overturning force.

In the final try-outs for the 1928 Olympics Larry Snyder, the present track coach at Ohio State University fell and was eliminated from the chance of making the American Olympic Team, simply because in going over the old T-type hurdle, he tripped and fell (He undoubtedly was the best American hurdler at that time), with the result that America lost the event to Atkinson of South Africa. I am strongly convinced that Snyder would have won that event and kept intact America's supremacy in the high-hurdling event in the Olympic Games. Since the revival of the modern Olympic Games in 1896 at Athens, Greece, the United States has been defeated only once. It is true that Earl Thomson won the event in 1920 competing for Canada, but he had lived in this country practically all his life and was developed here, so we really should include him as an American product.

Look over the Olympic winners for the 110-meter high hurdles.

1896—Won by T. P. Curtis, U. S. Time 17.6 seconds.

1900—Won by A. C. Kraenzlein, U. S. Time—15.6 seconds.

1904—Won by F. W. Schule, U. S. Time 16 seconds.

1906—Won by R. G. Leavitt, U. S. Time 16.2 seconds.

1908—Won by F. A. Smithson, U. S. Time 15 seconds.

1912—Won by F. W. Kelly, U. S. Time 15.1 seconds.

1920—Won by E. J. Thomson, Canada Time 14.8 seconds.

1924—Won by D. C. Kinsey, U. S. Time 15 seconds.

1928—Won by S. J. M. Atkinson, South Africa, Time 14.8 seconds.

1932—Won by George Saling, U. S. Time 14.6 seconds.

1936—Won by Forrest Townes, U. S. Time 14.2 seconds.

In the eleven Olympic Games, the United States has won as above every high-hurdle event with the exception of 1928, and although Thomson won for Canada, as stated, in 1920, we must rate him an American hurdler.

I would consider the outstanding hurdler to-day none other than Fred Wolcott of Texas. He has about everything a good hurdler should have; plenty of speed, almost perfect technique; he is a good competitor; he can run the short as well as the longer high hurdle events; he is equally good as a low hurdler; he can run the 100 yards in well under 10 seconds and from his record I doubt if there is a hurdler in the world his equal. It is too bad the world's war has deprived him from winning an Olympic championship, something to which every young fellow keeps pointing.

For those schoolboys who have hurdling ambitions I would suggest studying the photos of Wolcott in action in the series as published in the Athletic Journal of March 1940. They are to my mind the best constructive action pictures of a hurdler who has perfected the latest form in hurdling.

There is one suggestion the majority of coaches thought advisable, and this was that a mistake had been made in school-boy competition by reducing the height of the high hurdles to thirty-nine inches instead of the regulation height of forty-two inches. The consensus of the coaches seemed to be that, rather than reduce the height, the distance between hurdles should be reduced, because many high school hurdlers, later attending college, must spend considerable time before they become adapted to the extra three inches.

## Distance Running

By T. E. Jones

Track Coach, University of Wisconsin

**B**ECAUSE this is the twentieth anniversary number of the ATHLETIC JOURNAL, I will aim to cover

# Again The CHAMPIONS of 1940 LED THEIR LEAGUES WITH LOUISVILLE SLUGGERS!



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## Intercollegiate Records, 1921

- 100 Yard Dash—9.6s  
D. J. Kelly, University of Oregon, 1906  
H. P. Drew, So. California, 1914  
C. W. Paddock, So. California, 1921
- 220 Yard Dash—20.8s  
C. W. Paddock, So. California, 1921
- 440 Yard Run (around one turn)—47.4s  
J. E. Meredith, Pennsylvania, 1916  
Binga Diamond, Chicago University, 1916
- 440 Yard Run (straightaway)—47s  
Maxey Long, Columbia, 1900
- 880 Yard Run—1m. 52.2s  
J. E. Meredith, Pennsylvania, 1916
- 1 Mile Run  
N. S. Taber, Brown University, 1915—  
4m. 12.6s (paced)  
J. P. Jones, Cornell, 1913—4m. 14.4s
- 2 Mile Run—9m. 17.8s  
T. S. Berna, Cornell, 1912
- 120 Yard High Hurdles—14.4s  
E. J. Thomson, Dartmouth, 1920
- 220 Yard Low Hurdles—23.6s  
A. C. Kraenzlein, Pennsylvania, 1898  
J. I. Wendell, Wesleyan University, 1913  
Robert Simpson, Missouri, 1916
- 440 Yard Hurdles—53.4s  
(Ten 3 ft. hurdles)  
A. Desch, Notre Dame, 1921
- Running High Jump—6 ft. 7 5/16 in.  
E. Benson, University of California, 1914
- Running Broad Jump—25 ft. 3 in.  
E. O. Gourdin, Harvard, 1921
- Pole Vault—13 ft. 5 in.  
F. K. Foss, Cornell, 1920
- 16 lb. Shot Put—51 ft.  
Ralph Rose, Michigan, 1909
- Hammer Throw—175 ft. 10 in.  
K. Shattuck, University of California, 1913
- Discus Throw—155 ft. 2 in.  
A. W. Mucks, Wisconsin, 1916
- Javelin Throw—193 ft. 2 in.  
A. Tuck, University of Oregon, 1921
- Relay—880 Yards—1m. 27.8s  
Pennsylvania (S. Landers, F. J. Davis, W. C. Haymond, E. Smith), 1919
- Relay—1 Mile—3m. 18s  
Pennsylvania (F. Kaufman, J. Lockwood, D. Lippincott, J. E. Meredith), 1915
- Relay—4 Miles—17m. 51.2s  
Cornell (G. Taylor, J. Hoffmire, V. L. Windnagle, D. F. Potter), 1916

the progress made during this period.

Distance running embraces all distances from the mile to the Marathon (26 miles and 385 yards); yes, the records cover longer distances. For instance, J. E. Dickson in 1881 ran 50 miles in 6 hours 38 minutes 41 seconds, and W. C. Davis of Chester, England, ran 81 miles in 12 hours. "Deerfoot" Lewis Bennett, the Seneca Indian, in 1862 ran 11 miles and 970 yards in 1 hour.

College distance running, however, emphasizes generally the mile and two mile and these are the events in which we are most interested in reviewing progress.

## Record Breakers

Few if any events have shown more progress in the past twenty years than distance running. The mile record has been lowered six times and the two mile five times, while the older records have been lowered many times by many men in the last decade. W. G. George, the first great star, set a record for the mile in 1886 of 4 minutes 12 3/4 seconds, and this stood as the world's record for thirty-seven years. In 1915, Norman Tabor set a record of 4 minutes 12.6 seconds in a paced race, and this mark stood until Paavo Nurmi, the Finn, ran the same distance eight years later in 1923 in 4 minutes 10.4 seconds. Jules Ludoumeque, a Frenchman, was the first to crack 4 minutes and 10 seconds by running the mile in 4 minutes 9.2 seconds in 1931; and in 1933 a medical student at Oxford University, Jack Lovelock of New Zealand, set a new record of 4 minutes 7.6 seconds. In 1934 Glenn Cunningham, America's distance star who has done more than any other person to popularize the mile, set a record of 4 minutes 6.8 seconds, and this mark stood until 1936 when it was broken by Sydney Wooderson, an Englishman, who ran the distance in 4 minutes 6.6 seconds, which still stands as the world's best competitive outdoor record. Glenn Cunningham, however, in 1938, two years before his retirement, ran the fastest mile on record in a paced race on the Dartmouth indoor board track, giving us figures easily remembered—4 minutes 4.4 seconds. Cunningham has run the mile under 4 minutes and 10 seconds at least twenty times; Fenske has broken the same time at least a dozen times and many other present-day milers have bettered it many times.

## Two-Mile Record Breakers

A study of the two-mile record breakers shows the same improvement. Back in 1884, two years before he set a record in the mile, W. G. George ran the two mile in 9 minutes 17.4 seconds, and this mark stood for twenty years until it was

(Continued on page 41)

## Intercollegiate Records, 1940

- 100 Yard Run—9.4s  
G. S. Simpson, Ohio State, 1929  
Hubert Meier, Iowa State, 1930  
Frank Wyckoff, So. California, 1930  
Ralph Metcalfe, Marquette, 1933  
Jesse Owens, Ohio State, 1935, 1936  
Clyde Jeffrey, Stanford, 1940
- 220 Yard Run—20.3s  
Jesse Owens, Ohio State, 1935
- 440 Yard Run—46.4s  
Ben Eastman, Stanford, 1932
- 880 Yard Run—1m. 49.6s  
Elroy Robinson, Fresno State, 1937
- 1 Mile Run—4m. 6.7s  
Glenn Cunningham, Kansas, 1934
- 2 Mile Run—8m. 58.3s  
Donald R. Lash, Indiana, 1936
- 120 Yard Hurdles—13.7s  
(Ten 3 ft. 6 in. hurdles)  
Forrest G. Towns, Georgia, 1936  
Fred Wolcott, Rice, 1940
- 220 Yard Hurdles—22.5s  
(Ten 2 ft. 6 in. hurdles)  
Fred Wolcott, Rice, 1940
- 440 Yard Hurdles—52.6s  
(Ten 3 ft. hurdles)  
John A. Gibson, Fordham, 1927
- Running High Jump—6 ft. 9 3/4 in.  
David Albritton, Ohio State, 1936  
Melvin Walker, Ohio State, 1937
- Running Broad Jump—26 ft. 8 1/4 in.  
Jesse Owens, Ohio State, 1935
- Pole Vault—15 ft. 1 1/2 in.  
Cornelius Warmerdam, Fresno State, 1940
- 16 lb. Shot Put—57 ft. 1 5/32 in.  
Jack Torrance, Louisiana State, 1934
- Hammer Throw—183 ft. 10 in.  
Robert Bennett, Maine, 1940
- Discus Throw—174 ft. 1 31/64 in.  
Kenneth Carpenter, So. California, 1936
- Javelin Throw—234 ft. 1 1/2 in.  
Robert Peoples, So. California, 1939
- Relay—440 Yards—40.5s  
Southern California (Lee LaFond, M. Anderson, Peyton Jordan, Adrian Talley), 1938
- Relay—880 Yards—1m. 24.8s  
Southern California (James Abbott, Foy Draper, Al Fitch, Charles Parsons), 1934
- Relay—1 Mile—3m. 10.5s  
Stanford (Ernie Clark, Charles Shaw, Craig Williamson, Clyde Jeffrey), 1940
- Relay—2 Miles—7m. 37.7s  
Stanford (Burman Skrabble, Marston Girard, Jack Moore, Paul Moore), 1940
- Relay—4 Miles—17m. 16.1s  
Indiana (Mr. Truitt, James Smith, Tom Deckard, Don Lash), 1937
- Relay—Sprint Medley—3m. 24.5s  
(440, 220, 220, 880)  
Pittsburgh (Frank Ohl, Al Ferrara, Edgar Mason, John Woodruff), 1938
- Relay—Distance Medley—9m. 59.4s  
(440, 880, 1320, mile)  
North Texas State Teachers (Alvin Christman, Henry Morgan, Wayne Rideout, Blaine Rideout), 1938
- Relay—480 Yard Shuttle Hurdle—58.6s  
Texas (Douglas Jacques, Coleman Pack, Ralph Baggett, Boyce Gatewood), 1940





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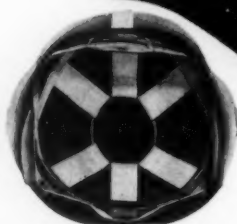
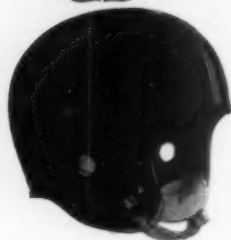
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# Distance Running

(Continued from page 34)

lowered by Al Schrubbs who ran it in 9 minutes 9.6 seconds. Edwin Wide of Sweden lowered this mark in 1926 to 9 minutes 1.4 seconds, and in 1931 Nurmi broke 9 minutes by finishing in 8 minutes 59.6 seconds. Don Lash bettered this mark in 1936 by running the distance in 8 minutes 58.6 seconds and Szabo, the Hungarian, again lowered it to 8 minutes and 56 seconds even in 1937. Maki, the Finn and Nurmi's protegee, ran the two mile in 8 minutes 53.2 seconds in 1939 and in January of this year (1941) Greg Rice, the Notre Dame flyer, ran the second fastest two-mile race ever run either indoors or outdoors when he was clocked in 8 minutes 53.4 seconds on the Madison Square Garden track.

Thus, you see our milers and two milers rank with the world's best with Don Lash, Greg Rice and Walter Mehl each running the latter distance under nine minutes. We still show a decided weakness, however, in the longer distances, which is due to insufficient competition for ex-college men.

## The Technique of Distance Running

The technique of distance running has not changed much in the last twenty years. We are still coaching the same fundamentals. When Paavo Nurmi was asked in a press conference to tell how to run, he said, "The best way to learn to run is to run," and this about tells the story. There are changes, however, that can be noted. More emphasis is placed on developing speed. A study of the form of Cunningham, Fenske, Rice and other outstanding performers shows more knee lift and less rear lift of the lower leg with a ball-heel landing of the recovery leg. Ankle suppleness permitting the heel to touch the ground gently is also taught. As the body is directly over the foot on the ground (center of stride) both knees are together and the forward knee is slightly bent as the runner rocks forward on the foot, causing a falling action. It is in following this that the drive is made off the rear foot in the stride. If the push is made too early in the falling action, part of the energy is directed upward. A runner should move forward without lifting the body. This is called timing the kick. One should try to cultivate a low gliding action in which the strength can be conserved for the last quarter drive. The breathing should be deep and even, through both the mouth and nose, and an effort should be made to cultivate a breathing cycle.

## The Nurmi Form or Finnish Style

This form commands our highest re-

spect because of the fine records its users have made since the style was developed by Nurmi. It has been adopted by many European and some American runners. Don Lash is the best American example of perfection in this style. The body is carried almost vertical with the forearm at a 90-degree angle; the hands are kept close to the body and the elbows are pointed out; the shoulders are braced back, bearing the weight of the arms, and allowing the lungs full freedom. A heel landing is made with a rocking from heel to toe, when the foot meets the ground. It emphasizes an easy knee movement and a swinging hip action with the rear heel kept at the same level as the knee.

## Strategy

Some changes in running tactics in both the mile and two mile have been developed recently and the improvement shown is largely due to more careful study of pace and more emphasis placed on relaxation and sprinting. Our milers from Tommy Conneff to Joey Ray, ran their quarters in varying times. Nurmi, the schedule runner, taught us the importance of pace, thereby contributing much to the progress we have made. The old method of running the mile was a fast first and last quarter with slow quarters between. When Nurmi set out to make 4 minutes and 10 seconds, he concluded that evenly paced quarters was the best method and proceeded to do it in this way. Louis Zamperini, in setting the National Collegiate record in 1938, ran his quarters as follows: 61.5, 62.8, 63.5 and 60.5 for a 4:08.3 mile. Gregory Rice ran even quarters (67.5) for the eight laps in setting the National Collegiate two-mile record of 9:02.1 in 1939. Another racing strategy is to go out in the third quarter as Fenske did in the 1940 Milrose Games and as Rideout did when he won the 1939 A.A.U. championship, knowing he could not sprint the last quarter against his competitors—Cunningham, Fenske and Zamperini. To Jack Lovelock goes the credit for setting the present style when he won the 1936 Olympics, running the last quarter in :56 seconds.

These are the tactics of our present day milers, including Cunningham, Bonthron, Venske, Fenske, San Romani, Zamperini, Rideout, Munski, Mehl, Mitchell and Moore, all capable of 4 minutes and 10 seconds or better. Watch them in the big Eastern meets, a blistering last quarter with no one wanting to set the pace in the first three.

Many factors have contributed to the breaking of records. The spirit of inquiry has made itself felt in this as well as in other sports. Better conditioned athletes

are the result of the more scientific methods of conditioning and training. Better tracks, new methods and new styles, when mastered, have also helped. Lack of wind resistance and smooth springing board tracks have made indoor faster than outdoor running. Then too, there is the psychological effect of living in an era of speed, and more speed, with records being broken in every line of endeavor. The emotions and functioning of the ductless glands, particularly the thyroid and adrenal, play an important part in record-breaking performances.

Those who set ultimate marks representing human limits in track and field achievement are likely to find themselves fooled. I think that some super-runner will run a 4-minute mile on a fine day during our time.

## Schedule of Work for Milers in Competitive Season

The work schedule should vary with the individual. It must be considered in relation to many factors, namely, age, experience, weather, temperament and the muscular and nervous make-up of the runner.

If it is the competitive season and the contestant is in condition and has run a race the previous Saturday, he should plan his work for the week early in preparation for the competition he is to meet the following Saturday.

## Suggestions for a Week's Workout

**Monday**—Endurance or over-distance work. The work should consist of a warm-up period of thirty minutes, running, jogging, striding and walking. Included in this period would be about ten minutes of body building, stretching, and suppling exercises. Then an endurance workout over one and a half miles, pulling up with a good burst of speed the last 250 yards. Then walk and jog to taper down.

**Tuesday**—A speed workout. After the usual warm-up period of thirty minutes, take a mile in alternate quarters, the first and third fast, the second and fourth slow (:90); walk and jog a bit to rest; then take one 200-yard brush, gradually increasing your pace to top speed the last 50 or 60 yards.

**Wednesday**—Speed work and judgment of pace. Start out with the usual warm-up. Then take a three quarters at racing speed or a little better (timed according to quarters); rest by walking or jogging; then take two 200-yard wind sprints or brushes of speed.

**Thursday**—The same warm-up as advised for Monday. This workout should be fairly easy. Go through a mile taking

## Interscholastic Records, 1921

- 100 Yard Dash—7.8s.  
Ernest E. Nelson, Volkmann School, 1908.  
Charles Hoyt, Greenfield High, 1913.  
W. J. Carter, Chicago Univ. High, 1914.  
Evan Pearson, North Central High, 1916.
- 220 Yard Dash—21.4s.  
W. J. Carter, Jr., Chicago Univ. High, 1914.
- 400 Yard Run—42.6s.  
Frank Sloman, Polytechnic High, 1915.
- 440 Yard Run (around turn)—48.8s.  
James Meredith, Mercersburg Academy, 1912.
- 440 Yard Run (straightaway)—48.2s.  
Frank Sloman, Polytechnic High, 1915.
- 880 Yard Run—1m. 55s.  
James E. Meredith, Mercersburg Academy, 1912.
- 1 Mile Run—4m. 23.6s.  
Ed Shields, Mercersburg Academy, 1916.
- 2 Mile Run—9m. 51.4s.  
Allen Swede, Mercersburg Academy, 1918.
- 120 Yard Hurdles—15.4s.  
H. Whitted, Citrus Union High, 1912.
- 220 Yard Hurdles—24.4s.  
C. Cory, Chicago Univ. High, 1913.  
Frank Loomis, Oregon High, 1916.  
David Kimball, Deerfield-Shields High, 1920.
- Running High Jump—6 ft. 3½ in.  
W. M. Oler, Jr., Pawling School, 1912.
- Running Board Jump—23 ft. 7 1/5 in.  
P. G. Stiles, Culver Military Academy, 1913.
- Pole Vault—12 ft. 8 in.  
S. Landers, Oregon High, 1916.
- Pole Vault (indoor)—12 ft. 1 in.  
Eugene Schobinger, Harvard School, 1911.
- 12 lb. Hammer Throw—197 ft. ½ in.  
L. J. Talbott, 1907.
- 8 lb. Shot Put (indoor)—59 ft. ¾ in.  
George Bronder, Polytechnic Prep., 1915.
- 12 lb. Shot Put—55 ft. 9 in.  
A. M. Mucks, Oshkosh High, 1912.
- 16 lb. Shot Put—45 ft. 6¼ in.  
Ralph Rose, 1903.
- Discus Throw (7 ft. circle)—139 ft. 5½ in.  
B. L. Byrd, 1910.
- Discus Throw (8 ft. 2½ in. circle)—145 ft. 6 in.  
Clarence Hauser, Oxnard High, 1921.
- Junior Discus Throw (7 ft. circle)—155 ft. 4 in.  
R. G. Walker, Passaic High, 1914.
- Junior Discus Throw (8 ft. 2½ in. circle)—158 ft. 2¾ in.  
R. G. Walker, Passaic High, 1915.
- Javelin Throw—184 ft. 9½ in.  
H. B. Liversedge, 1914.
- Relay—440 Yards—46.8s.  
University High, 1910.
- Relay—880 Yards—1m. 32.4s.  
Lewis Institute, 1903.
- Relay—1 Mile—3m. 27.2s.  
Los Angeles High, 1910.

the first half at racing speed (the speed at which you run your best race), slowing down the next 660 yards and pulling up the last 220.

**Friday**—Rest or take a very easy workout. Take the usual stretching and suppling exercises. Then jog an easy half or three quarters.

**Note:** The work and training for the two mile is the same in principle as the mile.

## The Improvement in the Weights Since 1921

By C. S. Edmundson  
Track Coach, University of Washington

**I**N 1921, the University of Washington sent four men to the National Collegiate Track Meet held at the University of Chicago. These four men, if my memory is correct, took third place in this meet, largely through the individual efforts of Gus Pope, who won the shot put with a toss of 45 feet 4½ inches and the discus with a throw of 142 feet 2¼ inches.

Today we expect our average good freshmen to equal either of these two performances and there are two or three reasons for this difference: The first one is that we have more and bigger men competing—the average height and weight of the American youth has definitely increased in the last twenty years. Better form has played a more important part in the great improvement which we find today over that of twenty years ago.

I think that in both the shot and discus the one great improvement has been in the delay of the reverse. Europeans put the shot effectively and throw the discus without any reverse or at least with no more than a quarter reverse. The distances they made with this type of form at first puzzled our best competitors. Today, we have a combination of our old method of reverse and that of Europe's lack of reverse. Our throws are made today and actually completed before the reverse begins. The reverse now simply means that the athlete is forced into this movement as the result of a good follow-through. It is a result of a good effort and not a cause. This, to me, is the essential improvement in weight throwing since 1921.

## Twenty Years and Then Some of Sprinting

By Archie Hahn  
Track Coach, University of Virginia

**M**Y first track competition in the sprints started in 1897 so I can trace the progress of this event for some forty or more years. Although this article is supposed to cover about twenty years, I believe it might be of in-

## Interscholastic Records, 1940

- 100 Yard Dash—9.4s.  
Jesse Owens, East Tech., Cleveland, 1933.
- 220 Yard Dash (straightaway)—20.7s.  
Jesse Owens, East Tech., Cleveland, 1933.
- 220 Yard Dash (around one turn)—21.4s.  
Eugene Goodwillie, Chicago University High, 1923.
- 440 Yard Run (straightaway)—48.2s.  
Frank Sloman, Polytechnic High, San Francisco, 1915.
- 440 Yard Run (around turn)—48.2s.  
Herbert Moxley, Central High, Columbus, Ohio, 1928.
- 880 Yard Run—1m. 54.4s.  
R. L. Bush, Sunset High, Dallas, 1933.
- 1 Mile Run—4m. 21.3s.  
Louis Zamperini, Torrance, California High, 1934.
- 120 Yard Hurdles—14s.  
Joe Batiste, Tucson, Arizona, High, 1939.
- 200 Yard Low Hurdles—22.1s.  
Don Pellom, Topeka, Kansas, High, 1938.
- Running High Jump—6 ft. 7½ in.  
Gilbert LaCava, Beverly Hills, California High, 1938.
- Running Broad Jump—24 ft. 11¼ in.  
Jesse Owens, East Tech., Cleveland, 1933.
- Pole Vault—13 ft. 2 in. (indoor)  
John Wonsowicz, Froebel High, Gary, 1930.
- Pole Vault—13 ft. 9½ in.  
John Lenta, Mansfield, Ohio, High, 1939.
- 12 lb. Shot Put—58 ft. 10 in.  
Elwyn Dees, Lorraine-Kansas, High, 1930.
- Discus Throw (High School Discus 8 ft. 2½ in. circle)—174 ft. 2½ in.  
Howard Debus, Lincoln, Nebraska, High, 1940.
- Javelin Throw—219 ft.  
Robert Peoples, Classen High, Oklahoma City, 1937.
- Relay—440 Yards—42.4s.  
Glendale, Calif., High School (Frank Wykoff, Dave Zaun, Fulton Beaty, Rus Slocum), 1928.
- Relay—880 Yards—1m. 28.2s.  
Polytechnic High School, Los Angeles (Walter Hopson, Ralph Olson, Clifford Ritchie, James LuValle), 1931.
- Relay—1 Mile—3m. 21.4s.  
Hollywood, Calif., High School (Emmett Jone, Ernest Oswald, Thornwall Rogers, Rudolph Obergraff), 1929.
- Relay—2 Miles—8m. 5.5s.  
Roosevelt High School, Des Moines, Iowa (Eugene Hogan, Lowell Baof, Robert Cramer, Kenneth Reesman), 1938.



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terest to some of the younger coaches if I go back into the dark ages.

I never had a track coach in high school. My coaching consisted of watching the University of Wisconsin sprinters, as my home was but forty miles from Madison. At that time the method of starting had gone beyond the stage of the standing start, all sprinters using the short-jab start from the present crouch start. They were then inclined to rise too fast, particularly on the first step. I did not go out for track until my second year in high school. I used this method of starting through three years of high school and three years of competition at the University of Michigan. I was, however, never much of a success with this method, so during the indoor season of my senior year Keen Fitzpatrick, my coach, and I decided to do some experimenting and we worked out a system, which certainly was successful in my case. I believe it is rather generally used by most of the sprinters at the present time. Instead of trying to cut the first step, we used a natural step out of the marks. I found, also, that this method put me into my running much more rapidly and with really less muscular strain. After using this method, I do not believe that I was ever beaten off the marks. Prior to that time, if I beat anyone off the marks, it was an accident. Luckily I was naturally a good finisher, otherwise I fear that with the chop start I would not have been much of a sprinter.

#### Method of Training Sprinters

I cannot see that the method of training sprinters is much different now from that, when I started my running in college, other than the changes which have come in starting. I believe, however, that sprinters have much more knowledge relative to running the 220 yards. They have learned to take the middle part of the race relaxed, to rest a little and keep up almost full speed at the same time. To my knowledge, I have never seen a sprinter who could run the full 220 yards all out. He must float in some part of the race; some float longer than others, but this float is always almost as fast, as if they were checking out full speed. Sprinters are faster—at least the times are faster—than during my time; more men are in competition and competition is keener. Sprinters no longer take their time in their heats; men are too near equal and, hence, more heats are really hard races. During my time, there were never more than half a dozen men of equal calibre, even in the intercollegiate and A.A.U. championships, so the heats were seeded. The number one man in each heat did not do much worrying about the heat. Particularly was

#### Junior College Records, 1940

100-Yard Dash—9.5s	Harold Davis, Salinas, Calif., 1940
220-Yard Dash—20.6s	Clyde Jeffrey, Riverside, Calif., 1938 Harold Davis, Salinas, Calif., 1940
440-Yard Run—47.1s	Wilbur Miller, Compton, Calif., 1938
880-Yard Run—1m. 54.6s	Blair Hyde, San Mateo, Calif., 1939
1-Mile Run—4m. 16.1s	Cecil M. Cole, San Mateo, Calif., 1937
2-Mile Run—9m. 31.1s	Gabriel Cazares, Los Angeles, 1940
120-Yard Hurdles—14.3s	Lee Roy Kirkpatrick, San Mateo, Calif., 1936
220-Yard Hurdles—23.3s	Lee Roy Kirkpatrick, San Mateo, Calif., 1936
Running High Jump—5 ft. 8½ in.	Cornelius Johnson, Compton, Calif., 1934
Running Broad Jump—25 ft. 6½ in.	Jack Robinson, Pasadena, 1938
Pole Vault—13 ft. 11½ in.	William Sefton, Los Angeles, 1934 Earl Meadows, Los Angeles, 1934
16-lb. Shot Put—51 ft. 1 in.	Carl Merritt, Modesto, Calif., 1940
Discus Throw—163 ft. 8 1/10 in.	Adrian Davis, Compton, Calif., 1938
Javelin Throw—203 ft. 4 in.	Jack Parker, Sacramento, 1936
Relay—440 Yards—42.4s	Pasadena (Nelson, Worrell, Callier, Robinson), 1936
Relay—880 Yards—1m. 25.6s	Riverside (Bess, Culpepper, Allen, Jeffrey), 1938
Relay—1 Mile—3m. 19s	San Mateo (Hylton, McLean, Olson, Purchase), 1940
Relay—2 Miles—7m. 53.2s	San Mateo (Hyde, Moore, Skrable, Olson), 1939
Relay—Distance Medley—10m. 22.4s (440, 880, 1320, mile)	San Mateo (Girard, Cunningham, Young, Cole), 1937
Relay—Sprint Medley—3m. 33.1s (440, 220, 220, 880)	Compton, Calif. (Cooksey, McGee, Stephenson, Lawson), 1939
Hop, Step and Jump—46 ft. 11¾ in.	Robert Beckus, Compton, Calif., 1940

this true in the 220 yards, where a hard heat does not help a sprinter much for a final heat against five other men who are just as good as he is. I am glad that the present-day sprinters are running the 220 now instead of the writer.

Interest in track has increased much since my time. In the last twenty years, more secondary schools have started making it one of their major sports. In the twelve years that I have been at the University of Virginia, I have found a marked increase here in the South. We are hoping that it will still show an increase in the future.

The coaching in the high schools is constantly getting better. Many of the coaches take advantage of the numerous summer schools for coaches, where they may have the advantage of learning the finer points of track coaching from more experienced men. I have found that the college coaches of my acquaintance are always glad to help the new coach.

#### Track Meets a Stimulus

Track meets, such as the invitation meets sponsored by the colleges and the state high school championship meets, have done much to increase the interest in track. Here at the University of Virginia a meet is held each spring for the high schools of Virginia. The schools are classified according to the number of students in the school. A meet is held also for all the preparatory schools in Virginia.

My thought is that track meets are too often long-drawn-out affairs. They are not interesting to the spectators who like to see some action all the time. The team games have taught them to demand action. Our track meets should be run off promptly. The following suggestions are timely: Have an official who knows his business. Figure out the schedule so that there will be no waiting between events. Start the field events long enough ahead of the track events so that they will finish at the same time. Try to arrange for the field events in a place, where the spectators can see them, instead of holding them in some field where it is almost impossible to find out what is happening until the event is finished. I would further suggest a loud speaker on the field, so that information to the spectators is available at all times. This is particularly good in the field events. In the runs, especially in the middle and distance runs, it is an excellent idea to have an announcer give the time of the laps and the names of men who may be leading in the race at the time.

The rules have shown little variation in the last twenty years with the possible exception of the high-jump rule which has made all jumps legal, if the jumper takes off from one foot.

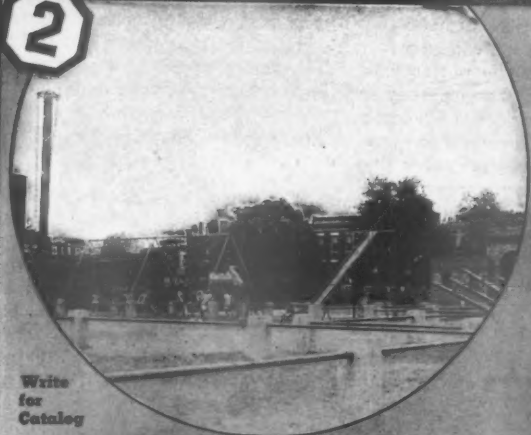
It is my impression that the coaching of sprinters has seen less change in meth-



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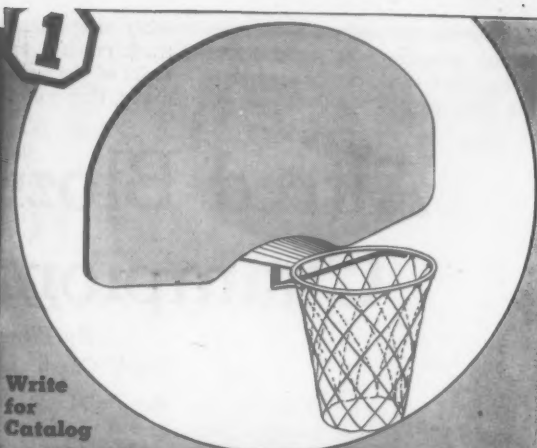


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ods than any of the other track events. Professional sprinting was popular long before the other track events seemed to take the headlines. These men made a

study of sprinting and most of our early track coaches were graduates from the ranks of the professional sprinters. Naturally, they were better versed in the art

of sprinting than they were in the other track events; hence no really drastic changes in coaching sprinters are noticeable, as in many of the other events.

# Alfred Blozis, the Present Champion Shot-Putter

By Elmer P. Hardell

Track Coach, Georgetown University

**T**HE shot put is an event for big men. It requires strength and weight. This was especially true of the old-timers such as Ralph Rose of Michigan, Arlie Mucks of Wisconsin, Hill of Princeton, and others. They were all big and strong. The taller the athlete, as a rule, the better the shot putter he will be.

More recently we have had Torrance of Louisiana, Hackney of Kansas, who possessed not only the strength and weight of the shot putters previously mentioned but speed as well.

Alfred Blozis of Georgetown, the present champion, is fast. He has high-jumped over 5 feet 11 inches. He is 6 feet 6 inches tall and weighs 245 pounds. He is relaxed in traveling across the circle. Ed Beetem of Pennsylvania is taller and heavier than Blozis, but does not have the speed.

One of the greatest shot putters for his size, that it has been the writer's privilege to see, was Clarence "Bud" Houser of Southern California. He really had marvelous form and a wonderful kick with his forearm and wrist at the end of his put. He was a small man in comparison with his competitors.

What we are trying to do in the shot put is to get maximum distance. Whether the athlete, using the 16-pound ball, should use the large iron shot or the small bronze is up to the individual. Whether he should curl his index finger is a matter for the putter to decide. He should not grip the shot but lay it high on his fingers. That is, he should not keep it down in the palm of the hand, but keep it near the center joint of the fingers.

In the seven-foot circle the putter should start from the rear of the circle and must generate as much speed across the circle as he can control, get all his weight, strength, and power behind his put. He must move in a straight line releasing the shot at the right time with the proper elevation. When he releases the shot, he should let it roll off his fingers in such a way that it gives him the feeling that he is losing it.

After the release the momentum must be so controlled that the athlete does not foul. During all this time these movements must be co-ordinated and the individual must be relaxed. Then, and only

then, will he get his maximum put. One or more faults will be detrimental to his performing to his maximum efficiency.

This good form that the putter must continually strive for will require study on his part and also on the part of his coach. It takes time. He should correct one fault at a time. He should observe other shot putters in action, look at photographs and moving pictures of the good putters, but he should not be hasty to change and copy others. No two individuals are alike. If a putter happens to notice good points in others and he can fit them in with his style, he should adopt them, otherwise he should not. When performances bring results—then he may take the advice of "Steve" Farrell, my former track coach, who used to say, "Form is all right but remember, performances get the watches."

A putter must get his weight and power behind the shot. There should be no hesitation from the start to the finish. He should work for a smooth performance, going across the ring with all the speed that he can handle and staying relaxed. He must not release the shot too soon. He must continually work for speed, smoothness, relaxation and co-ordination; must pay attention to his foot marks; give himself sufficient room in which to reverse, work for a good push-off from the toe of the rear leg and get all his power into the final delivery.

Leo Sexton, a former Georgetown shot putter and, after graduation, the world's champion shot putter, laid the foundation for his success by developing his legs as a high jumper and pole vaulter while at college. So, in training, I would suggest some sprinting, thirty to forty yards; some high jumping, standing broad jumps, and work over a few low hurdles.

## Position in the Ring

The putter should stand, relaxed and at ease, as far to the rear of the circle, as he can without standing on the circle. The Californian, Herbert Michaels, is a picture of relaxation at this initial stage of his put. Some hold the shot in the hollow of the neck. Michaels holds his away from the shoulder. Blozis places his shot right against his chin. Several preliminary movements here get the putter on his way. The fewer these movements the better.

"Dink" Templeton, a great weight coach, uses the very appropriate expression of working for body drive and body swing. The putter should remember to keep his body behind the weight and under it.

## The Glide—The Reverse—The Wrist Snap

The putter must not pause in the put after landing from the hop or glide. Some men land with their right foot in the middle of the circle, others behind it. A few may land ahead of the center but that cuts down the room for the reverse. He must let his elbow pass close to his body and on a line with the direction of the put. He should practice with and without the shot. He must not let his left shoulder drop as he goes across the ring. In gliding he should stay close to the ground. He must go forward, not upward, he must go across the circle in a straight line. He should not start too fast but should pick up speed and momentum as he goes.

The shot putter should work on the reverse. He should not be afraid of fouling in the beginning. He should keep his feet close to the ground.

He should develop a good wrist snap or flip which will add to the distance of his put.

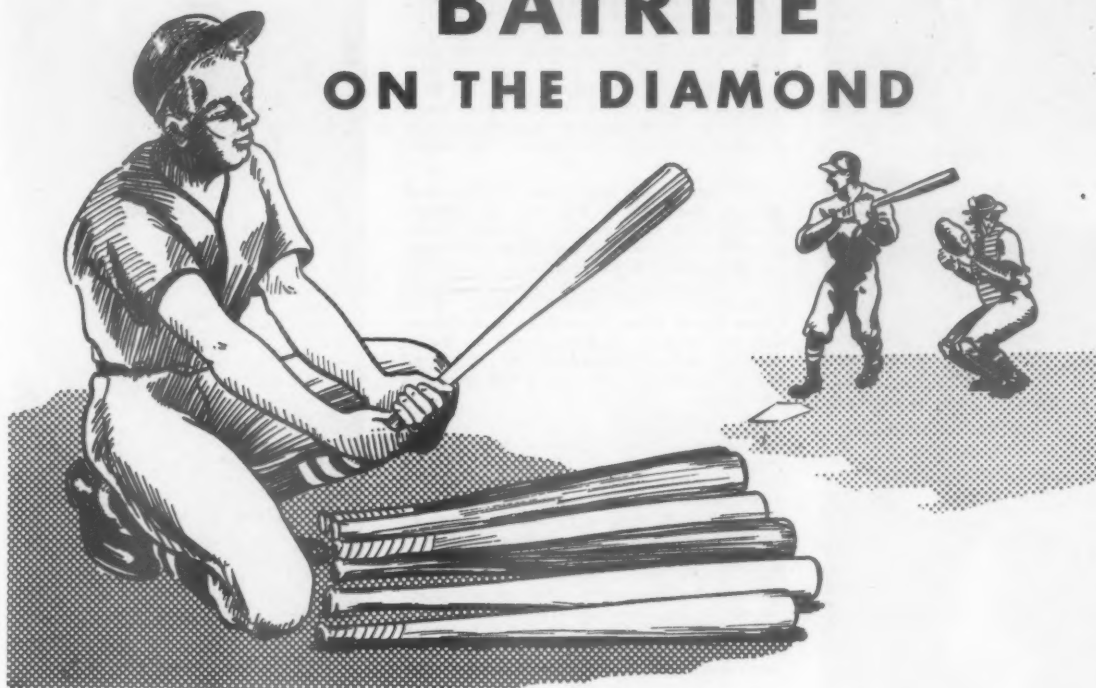
It is necessary that the shot putter always warm up well before putting. He should do some running to limber up his legs. Whenever his arm feels a bit sore in practice, he should stop. He is putting too much or improperly. Shot putters should not become discouraged when they seem to make no progress. Plateaus of learning are natural.

## Common Faults

1. Starting too fast across the ring at the beginning;
2. Too tense;
3. Undue leg motion at the beginning;
4. Releasing the shot too soon;
5. Dropping the left shoulder;
6. Pausing in the center of the ring;
7. Lack of good hip motion.

The accompanying action pictures are of "Al" Blozis. He delivers in a straight line. In meets, he generally puts his sweat shirt out as a target, at which to aim. He is a good competitor, a fine fellow who takes his honors well. It is a real pleasure to work with him.

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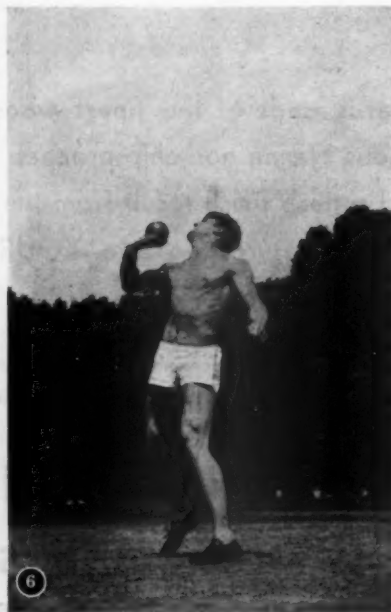


## Alfred Blozis Georgetown University Putting the Shot

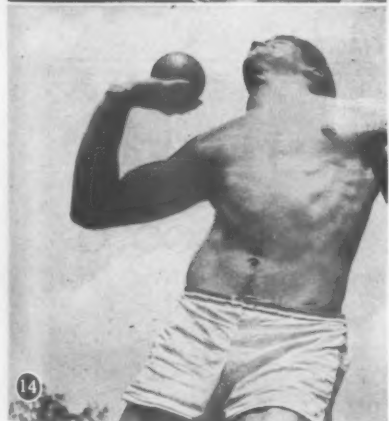
ONE very marked difference between track coaching of 1941 and that of 1921 is the extensive use made today of motion pictures in the teaching of form. These were not available twenty years ago. Today coaches not only are able to show the films taken of champions but also have films made of the men whom they are training and can thus point out to the individuals their faults.

The outstanding impression that is gained from a close study of this series of pictures of Al Blozis, Georgetown's National Collegiate Champion and record holder in the shot put, is that here is a very graphic demonstration that relaxation can be maintained throughout a maximum physical effort. Coach Elmer Hardell preaches such relaxation and he seems to have found an understanding and able disciple in his great pupil who is destined to set a new world record in this event.

Illustrations 1 to 5 show in detail the action of the initial hop across the ring. Note the easy, relaxed stance at the back of the circle. Notice especially the easy fashion in which the left arm is extended. Nothing can better indicate to the observer how completely relaxed the putter is than to watch that left arm throughout these five pictures. Observe that the hop is taken on a straight line across the ring. Illustration 4 shows the putter in the middle of the initial hop with both feet off the ground. This is an excellent demonstration of maintaining the body angle throughout the hop. Check the position (Illustration 5) in which Blozis finishes the hop with that of the position (Illustration 2) at the start of it. Note that the left shoulder is kept high throughout. The right shoulder affords an interesting study in this group of pictures; it is apparently drawn back ever so slightly at the beginning of the hop (Illustration 2) and the putter lands in the



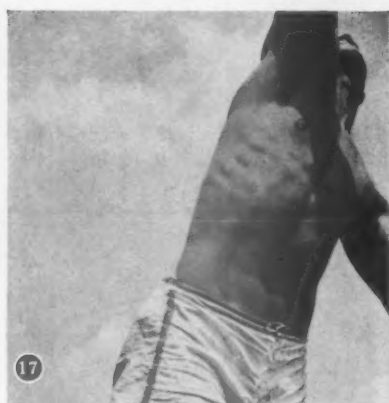




position (Illustration 5), ready to put without drawing the shoulder any farther back than its position in Illustration 2.

Illustrations 6 to 10 have to do with the delivery of the shot and the reverse. The manner in which the shot is held in the hand and the part the hand plays in giving the final flip to the departing weight are well shown in Illustrations 6, 7 and 8. In Illustration 6, Blozis has gathered all of his power for the final drive. Note that this is coming off the right foot. In Illustration 7 the leg power has been applied and the shot is on its way, except for the important formality of that final wrist snap which is indicated in Illustration 8. Illustrations 9 and 10 are valuable in that they show that Blozis traveled straight across the ring throughout, that he maintained his initial body angle, and that the indications of perfect relaxation which the observer noted in Illustration 1 are still very apparent in Illustrations 9 and 10.

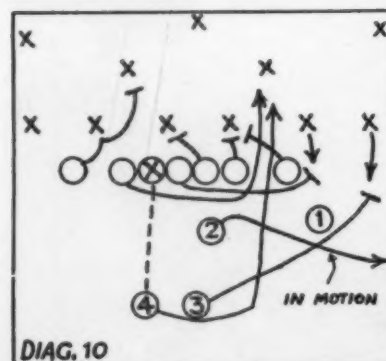
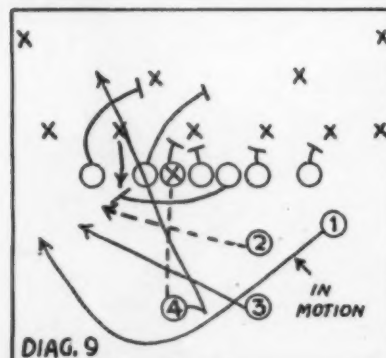
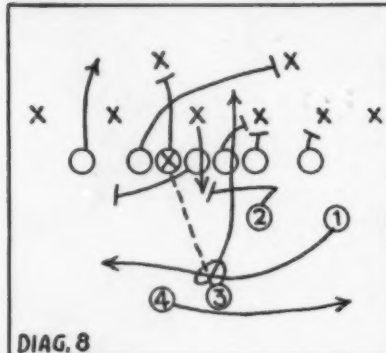
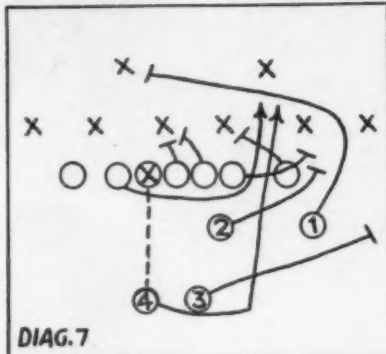
Illustrations 11 to 20—The chief value of this unusual set of pictures lies in the fact that they furnish an opportunity to make a detailed study of the manner in which Blozis holds the shot in his hand, how close he keeps his elbow to his side, the angle of his body throughout the put and the follow-through (Illustrations 17 to 20).



# Present Day Football

(Continued from page 13)

In Diagram 4 the ball is snapped to 3 who drives forward and hands it to 2 who laterals to 1.



The fullback-spin series has become quite popular. Diagram 5 shows the fullback 3 receiving the ball from center. Three spins and fakes the ball to 4 and then hits inside the defensive left tackle.

Diagram 6—The ball is snapped to 3 who spins and fakes to give it to 4 and then gives it to the wing-back 1.

During the last few years, a good many teams have been using trap plays effectively. At first they used cross blocking (Diagram 7), but now the emphasis is being put on trap or mouse-trap plays as shown in Diagram 8.

Diagram 8—The right defensive guard is trapped by the 2 back.

Diagram 9—The man-in-motion plays from the single wing-back formation have also become effective. Some teams use their blocking back in motion, others their blocking back.

Diagram 10—The tail-back 4 receives the ball from center, fakes to 1 and then hits inside the defensive right tackle.

## The Double Wing-Back Formation

The double wing-back formation was very popular for a while after "Pop" Warner used it so successfully. There has not been as many teams using this formation the last few years. This may be due to the fact that teams were not so easily fooled by it and the defense became stronger. It is also very hard to get outside the defensive ends with this formation. The formation, however, may become popular again with the new rule, which permits a man to hand the ball forward behind the line of scrimmage. Every formation seems to have its day just as the T formation will probably be popular again this coming fall.

## The Notre Dame System

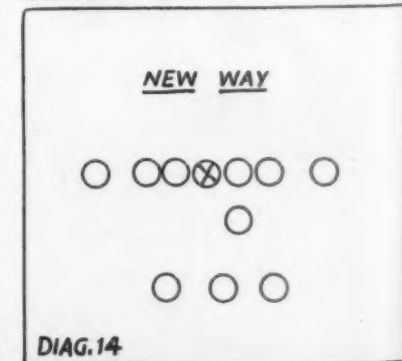
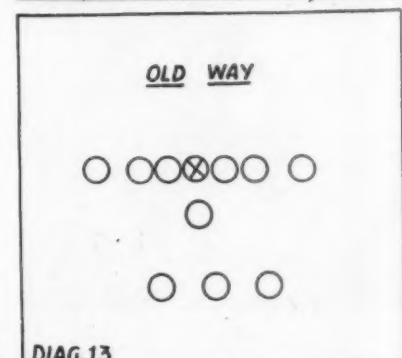
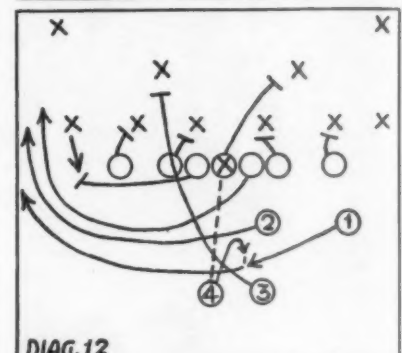
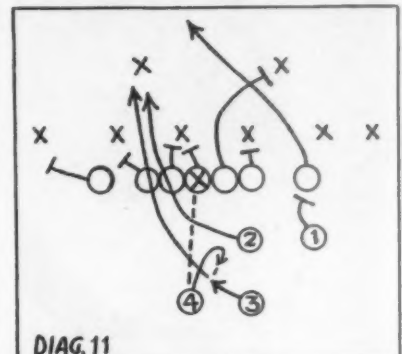
There has been a number of variations in the Notre Dame system during the last twenty years. Most of these variations have come since the rules committee put in the rule stating that a team must come to a one-second stop after a shift. In the early days of the Notre Dame shift, the plays generally went to the strong side, with an occasional halfback to halfback-reverse play to the weak side.

The first variation of plays that came out were the fullback-reverse plays to the weak side. The ball goes to the tail-back who spins and gives it to the fullback who hits either inside or outside the defensive weak-side tackle, as shown in Diagram 11.

Diagram 12—After building up these weak-side plays with the fullback, coaches have developed another variation. The ball is snapped back to the tail-back who fakes giving it to the fullback and then

gives it to the wing-back who carries it around the defensive weak-side end.

Diagrams 13-14—There has been a vari-



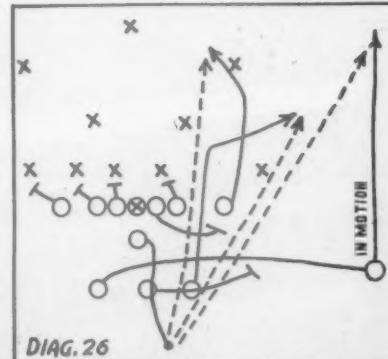
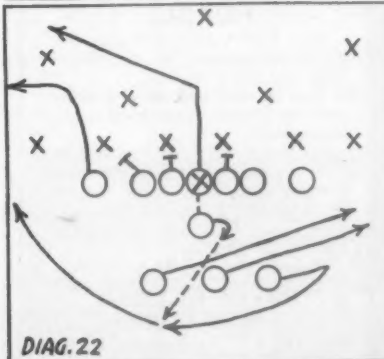
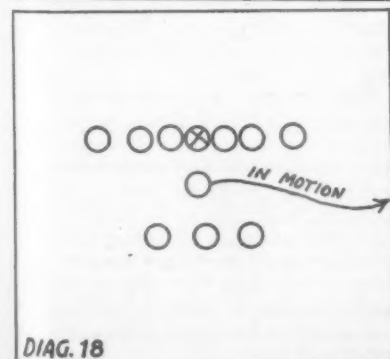
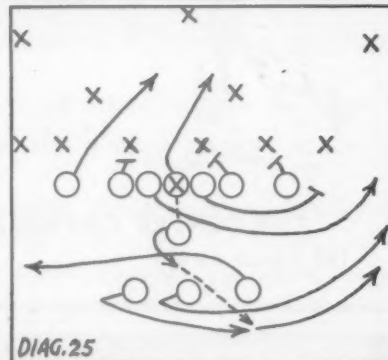
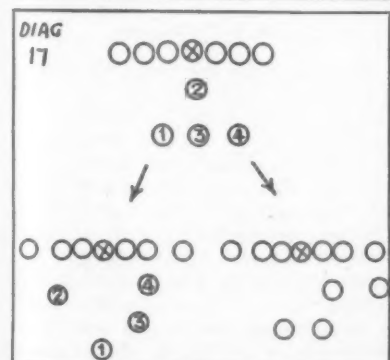
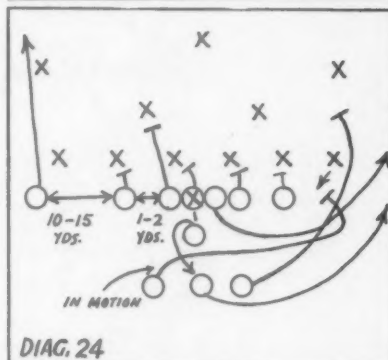
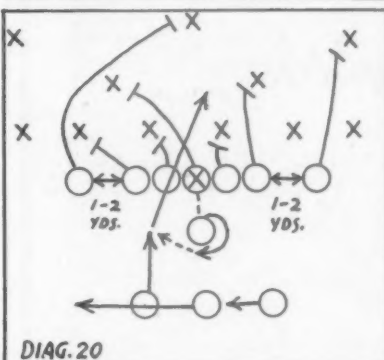
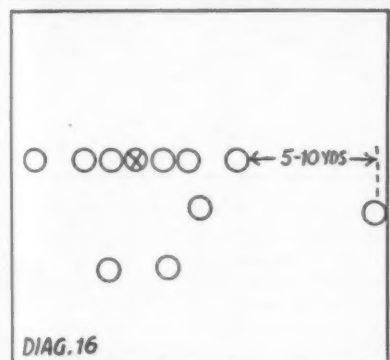
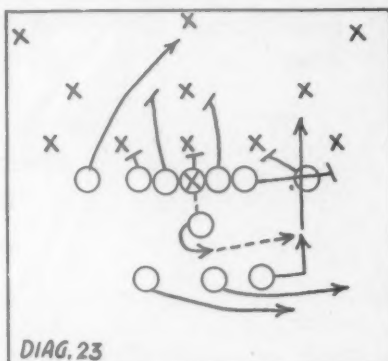
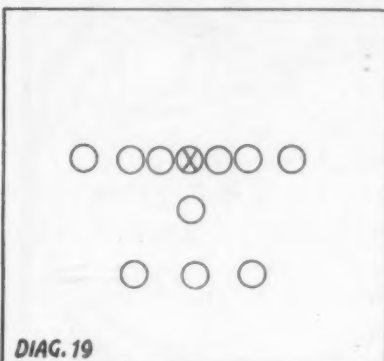
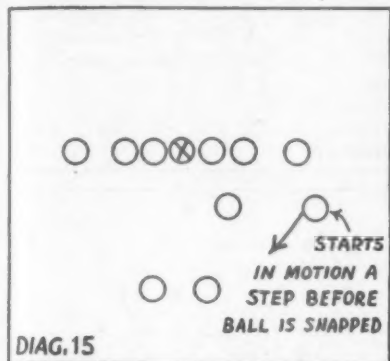
ation made in the pre-shift. In the old Notre Dame system, the quarterback always used to line up behind the center before the shift. Now some teams have their quarterbacks line up behind the guard. In this line-up, a direct pass from center may be made to the ball-carrier.

Another variation that has been used is that in which the wing-back starts in motion back and towards the weak side after the shift, as shown in Diagram 15. This style has helped deception.

Some Notre Dame teams have added the flanker to the system by sending their

wing-back out five to ten yards on the strong side after the shift. (See Diagram 16.)

Another variation that has been used is to shift either strong right or left or into short kick formation from the T formation. (See Diagram 17.)



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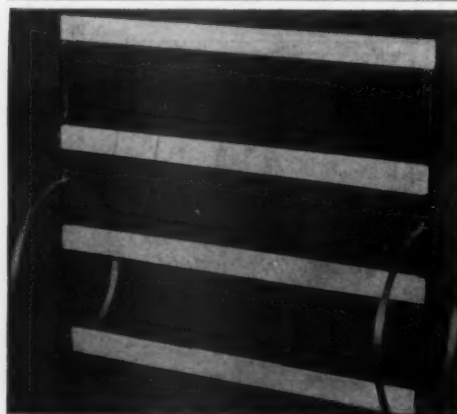
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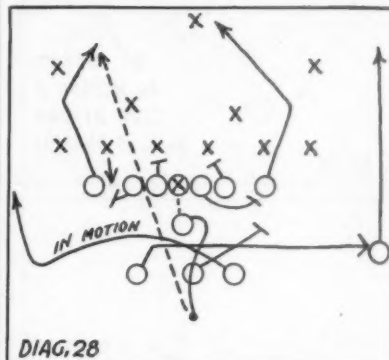
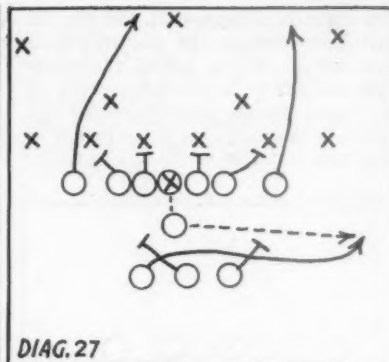


Diagram 18—A few coaches using the Notre Dame system shift from a balanced line to an unbalanced line for variation. Last fall one of them used his quarterback in motion from the T formation. The ball was snapped after the quarterback got outside of the defensive end.

### The T Formation

The T formation has been gaining more in popularity during the last few years. This may be due to the fact that the Chicago Bears of the National Professional Football League have been using it successfully. This past football season, Stanford University won the Pacific Coast Conference championship and the Rose Bowl game against the University of Nebraska by using the T formation. Boston College, winner of the Sugar Bowl game at New Orleans, also used a number of plays from the same formation. It is safe to predict that there will be a greater number of teams using it this coming fall due to the success the formation had last year.

This formation is one of the oldest in football. When the T formation was first used, it was always from a balanced line and a balanced backfield with the quarterback directly behind the center.

During the last few years, the formation has been modernized by adding a number of variations. These variations have consisted of spreading the offensive line, of placing an end or halfback out wide, of man-in-motion plays and of using also an unbalanced line.



Variations and plays from the T formation that were used successfully last fall are shown in Diagrams 20 to 30 inclusive.

Diagram 21—The quarterback fakes the ball to the right halfback and then fades back and passes.

Diagram 22—A naked reverse to the left.

Diagram 23—A quick hitting play against a five-man line.

Diagram 24—A wide play by the fullback.

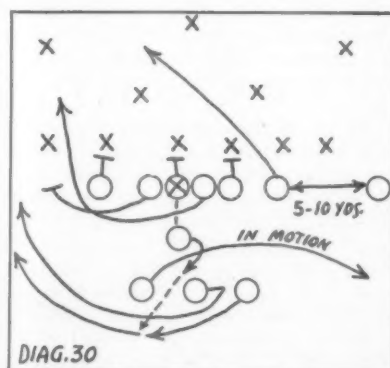
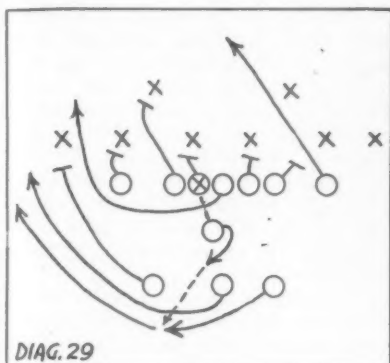
Diagrams 25 and 26—Man-in-motion plays in which the man in motion gets set out wide.

Diagram 27—A quick pass from the quarterback to the left halfback who is in motion.

Diagram 28—Another variation is to have one halfback wide and the other halfback in motion.

Diagram 29—Some teams use a pre-shift and shift into an unbalanced line with the T formation.

Diagram 30—Another variation of the unbalanced line is to send the end out wide.



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# Baseball as Taught at the Louisville Baseball Clinic

By M. W. (Bill) Neu

Baseball Coach, Male High School, Louisville

**I**N the first two lessons, which appeared in the February issue, I outlined the instructions that our leaders give the batters and pitchers.

## Lesson Three How to Play Outfield

To become a good outfielder you should have speed, a strong throwing arm and an ability to study rival hitters, anticipating the direction to which they will most likely hit the ball.

You must be a good judge of fly balls and be able to field ground balls. As each batter comes to the plate, you should consider the situation and know in advance where the ball is to be thrown if it is hit in your territory. A good catch is wasted if you err in judgment by throwing to the wrong base.

In fielding fly balls three steps are to be followed:

First: Learn to take off fast at the first flash of the ball from the bat in the direction of the hit. Second: Be in the best throwing position after the catch. Third: An overhand throw—on long throws, low to baseman on one bounce. In the air on short relays. On ground balls with runners in scoring position there are numerous ways of teaching how to move in a straight line on the ball to give body momentum to a hard, fast throw to any base or to home-plate.

Experienced boys may also be taught to catch fly balls while moving forward, which adds momentum to the throw.

Outfielder should be alert to back up all bases. The left, center and right fielders should always back up third, second, and first base respectively in the event poor throws are made to either of the bases.

On short flies with the bases filled, none down, the throw should be made at the plate, if the runner has tagged up. On long flies with bases filled, the throw should be made to second, provided the runner on first tagged up. If, however, he did not and the runner on second does tag up, then throw to third base. On sharp singles through the infield with the runners on first and third, make throws to third base in an attempt to cut off the runner from first.

The outfielders should back up one another for possible fumbles and for instructions to team mates as to the proper base to which to throw, in the event of hard

hit balls.

Playing sun fields is a tough assignment on any ball team. Some outfielders, to shield their eyes from the glare from the sun, raise their throwing arm, keeping their bare hand in line with the sun, thus enabling them to follow the flight of the ball to their glove, while others use smoke glasses. Another method used by outfielders, while playing the sun field is: Take two looks at the ball. When the ball is hit, you figure the place to which it is likely to go, then, run there. If you try to watch a ball that goes into the sun, you will lose it because the glare will blind you. Take the first look for distance, then run as far as you think necessary for good position, then take another look. By this time the ball is out of the sun and you can quickly get into position for the catch and throw.

Cold weather proves fatal to many outfielders' arms, when called on for hard quick throws, if they are not properly warmed up to make such throws. Make a practice of jogging to and from the outfield position at the beginning and end of each inning. Wear an extra sweat shirt on cool days and always a jacket while not in active play.

## Base and Homeplate Sliding

Since sliding into a base is so very important in the art of stealing bases, I wish to include two other elements:

First, a careful study of the pitcher's mannerisms enables you to get a fast take-off. Second, the ability to run fairly fast and low. Excessive speed is not altogether necessary in base-stealing.

The purpose of sliding, of course, is to have little of your body available for the baseman to tag. You should, therefore, slide to the side opposite that on which the ball is caught. A slide, well performed will offer only the foot or leg to be touched.

Practice pits such as used for football tackling dummies, high or broad jumping pits are very helpful and useful, when boys are practicing or you are teaching others to slide. Grass is also good if pits are not available.

When teaching sliding, advise the youngsters to bring sliding pads to protect their hips from burns and bruises. To get the practice of hooking the toe to the base, it is necessary for the base to be held in place by an assistants' foot or securely

fastened with regulation base spikes.

There are two methods of sliding. First, the head-first slide, in which the runner slides on the front part of the body, grasping the base with one or both hands. The second method. The baserunner hooks the base with his toe and slides on his hip thigh and buttocks. The hook slide may be done by raising the free leg in the air or by bending it under the leg and foot that hooks the base.

The first mentioned method often gives the baseman plenty of trouble if the base stealer can keep his free foot in the direction of the baseman's glove. This causes difficulty in catching or holding the ball. The latter is used when there is less possibility of a play being made and likely chances for advancement to an extra base.

Many amateur players are injured through a poorly executed slide, merely because they fail to learn *how to slide* properly. Skilled base-sliders, however, occasionally receive ankle injuries, because they decide to slide, then change their minds. The result is their spikes catch into the ground, causing a twisted or broken ankle.

Sliding into home plate is performed the same as on the other bases, except, instead of the toe hooking the base, it merely slides across it.

In learning to slide, first, lie on the ground in the proper position, paying careful attention to position assumed and having a thorough understanding of each body part.

In the second step, slowly run toward the base and from a distance of five to ten feet try to hurl yourself into the proper sliding position with your toe hooking the base. Continue to practice this, sliding to both sides of the base. After you have confidence in yourself, perform the slide, following a fast run, taking off twelve to fourteen feet from the base. The same practice procedure may be used in the head-first slide. The main objection to this method is that basemen who slide head first are more apt to block the base against advancing runners, than those who slide feet first.

## Lesson Four How to Bunt—Types of Bunts

I am going to discuss two types of bunts, first the sacrifice, and, second the drag.

The purpose of the sacrifice-bunt is to advance runners on the bases. As the

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for MARCH, 1941



pitcher starts his delivery, the batter faces him, with a step toward the plate, the rear foot being careful to stay inside the batter's box. The right hand is slid up the bat with a loose grip and the left hand remains in its original position as the ball is met squarely. The looseness of the grip causes the ball to be hit only a very short distance. Your choice of direction toward first or third depends upon the play situation at hand and the skill of the various players to field bunts. With the bases loaded you should make the third baseman field the ball in order to drag him from his base as the runner from second advances.

In general, the ball should be hit too hard for the catcher and short enough that the first or third baseman or pitcher can not handle for an assist.

Do not attempt to bunt a high ball because pop-ups are generally the result of this act. With runners advancing, this usually results in double plays.

In bunts of this nature emphasis should be put on a well-placed ball. You should practice, however, a speedy take-off and run to first base.

The drag-bunt, often called the push-bunt is employed more generally by fast left-handed batters who simply pull or push the ball to either side of the pitcher, too hard for him to field, and too slow

for the second baseman or shortstop to come in, field and throw to a base to retire the batter or advancing baserunners.

Unlike the sacrifice-bunt, the batter makes no intention of bunting until the ball is very near the plate. If a left-hander, he turns and steps toward first base with his right foot and, at the same time, places his bat in front of the ball with a firmer grip than in the sacrifice, toward his selected direction, as he quickly takes off toward first base.

This type of bunt is used by clever bunters who can fake a bunt toward third, then, push the ball to the left of the pitcher causing the second baseman to field the ball, when the runners are on first or first and second. Chances of advancement of runner and your safety of reaching first without being put out are very high in a well-placed bunt.

#### *How to Play First Base*

To become a first baseman, you should be rather rangy, preferably left-handed and have ability to stretch in any direction to catch a thrown ball.

You must remember that you are to become the target for any thrown ball, and know where the bag is, so that you can spear it with either foot. The ability to shift your feet, keeping in proper bal-

ance, is invaluable. This comes to some naturally, while others acquire this art only through hours of practice. Another important thing to remember is to reach into the diamond as far as possible, thus shortening the throw and freeing your body from the base line.

Bunted or batted balls along the baseline are yours to handle. Should you be a left-hander, your throw to second or to first should be an easy one to learn. Right-handed individuals have difficulty in throwing to second, because they often make the mistake of pivoting completely around. In doing this they lose sight of the base, when the same throw could be made, if they would half-turn backward and throw the ball in a side or over-hand throw to second base.

First and third basemen need fly-ball drill, equal to that of a catcher to become skilled in fielding high flies near their bases. An important part of your job is to hold runners close to the base. Left-handers have an edge over right-handed individuals. In either case, stand just in front of the base with the left foot toward home plate and near the base line. The throw from the pitcher should be quick, low, and hard toward your right knee. Thus, a quick movement on your part is essential, if you are to put out a napping or slowly reacting baserunner.

# The National Junior College Athletic Association

*By Hilmer G. Lodge*

Secretary-Treasurer, National Junior College Athletic Association and  
Track Coach, Santa Maria Junior College, Santa Maria, California

**W**HEN the first issue of the Athletic Journal made its appearance twenty years ago, junior colleges numbered less than one hundred. Today there are over five hundred junior colleges in the United States and indications are that this level of education will continue to grow, particularly if it serves an important educational function during this present period of national defense.

In 1927 President Ray Lyman Wilbur of Stanford University stated that we can look upon the junior college movement which is now spreading throughout the United States as the most wholesome and significant occurrence in American education in the present century.

Since Dr. Wilbur made that statement, the rapid growth of two-year colleges brought about demands for certain new developments if the movement was to remain wholesome and significant in its progress. It was in this light that far-

sighted junior college physical educators, coaches and athletic directors conceived the National Junior College Athletic Association.

In 1937 a number of representatives from California junior colleges met at Fresno to discuss the problems of a national organization to foster and encourage junior college athletics and physical education. A committee of four was named by the delegates to study the problem of national organization and possible participation by junior colleges in various National Collegiate Athletic Association athletic activities. The committee was composed of Oliver E. Byrd of San Mateo, Harry W. Campbell of Los Angeles, L. D. Weldon of Sacramento, and Oakley Morris of Visalia.

This committee, with Oliver Byrd, now an associate professor at Stanford University, as chairman, reported to the group on May 14, 1938, and presented a proposed

constitution modeled after that of the National Collegiate Athletic Association. Dr. Byrd in offering the constitution to the group of junior college representatives summed up the reasons for a national association in the following words: "As athletic contests between the two-year colleges become more frequent and improve in quality, two factors make for national organization. First, there is felt a need for an organization that will set high standards of sportsmanship and fair play and have a wholesome effect on junior college athletics in general. Second, there arises a desire among athletes and coaches to participate in the national championships of the National Collegiate Athletic Association. As this is not possible under the existing rules of the N.C.A.A. informal discussions concerning the possibility of a separate national organization for junior colleges has come about."



The constitution presented by the committee was accepted and the National Junior College Athletic Association became a functioning body. Oliver Byrd, untiring in his efforts to found and develop the new organization, was elected the first president. Harry W. Campbell of Los Angeles, the vice president, and Hilmer G. Lodge of San Mateo, secretary-treasurer.

During its first year of organization the association was occupied with problems of program and organization. The first national championship held by the N.J.C.A.A. was in track and field at Sacramento, California. This first meet failed to draw junior colleges outside of California.

The second year found the association assuming a national scope. The second annual track and field championships were held at Modesto, California, and representatives arrived from most California junior colleges and two out of state schools, Trinidad State of Colorado and Phoenix, Arizona, competed. The meet was witnessed by two thousand spectators and was broadcast over the Modesto radio station.

L. D. Weldon served as president during 1939-40 with the present secretary-treasurer. Vice-presidents appointed by the president were: Jess Mortenson of Riverside, Herschel C. Smith of Compton and Vern Mullen of Taft.

The site for the 1941 National Junior College track and field meet and annual convention of the association is Denver, Colorado. Trinidad State Junior College is the host school with George W. Scott of that institution director of the meet. The meet and convention will be on May 30 and 31. The Denver University Stadium will be the scene of the meet. Thurston J. Davies, President of Colorado College and member of the executive committee of the N.C.A.A. is chairman of the games committee. Amos Alonzo Stagg will be honorary referee of the meet. The games committee anticipates a record number of competitors and hopes to make this meet one of the finest ever staged in the West.

Current officers of the association are: Herschel C. Smith, president, Hilmer Lodge secretary-treasurer; and the following appointed regional vice presidents: Fred Earle, Jr., Modesto; Kenneth Carpenter, Visalia; Ernest Payne, Chaffey; (all in California); George D. Hoy, Phoenix, Arizona; George W. Scott, Trinidad, Colorado; and Samuel A. Lee, Seranton-Keystone, La Plume, Pennsylvania.

The secretary of the association maintains a complete list of junior college track and field records and each year compiles the national junior college track and field honor roll which is published in the N.C.A.A. track and field guide. Recommendations for this honor roll

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should be submitted to the secretary before July fifteenth of each year. Instructions in respect to junior college records are listed in the track and field guide.

The secretary also is attempting to interest junior college coaches, physical educators, and others interested in contributing to the junior college section of the Athletic Journal. Those interested in any phase of junior college athletics or physical education have an excellent opportunity to have their views and work published in this professional journal that reaches almost all junior colleges in the United States.

The future success of the National Junior College Athletic Association is definitely assured. The officers and men interested in the association are working without remuneration or expectation of the same, but are striving to develop an organization which will lift athletics to a plane that will benefit those boys and young men who seek the best sportsmanship. At all times we stress the need for a sound status of health in mind and body, if an active interest in athletics and physical education is to be maintained by boys desiring to further themselves physically by athletic participation.

## The National Federation of High School Athletic Associations Has Come of Age!

(Continued from page 39)

The administrative body of the Federation is an executive committee. At the present time this committee is made up of the following: President: E. R. Stevens, Independence, Kansas; Vice-President: R. E. Rawlins, Pierre, South Dakota; Other members: W. B. Spencer, New Haven Connecticut; B. C. Alwes, Donaldsonville, Louisiana; H. R. Adams, Hyrum, Utah; J. E. Roh, Nekoosa, Wisconsin.

In the development of the national organization a number of prominent men were influential. Among these are C. W. Whitten, Chicago, one of the pioneers of the organization who served as secretary-treasurer of the organization from 1927 to September 1st, 1940. At the 1941 annual meeting, the program was dedicated to Mr. Whitten and a handsome plaque was presented to him. Other men who were prominent in the growth of the Federation are George Edward Marshall of Iowa; L. W. Smith of Illinois; L. L. Forsythe of Michigan; William Baird of Alabama; D. R. Mitchell of Utah; O. E. Smith of Minnesota; C. S. Davis of Pennsylvania; George Chamberlain of Wisconsin; R. W. Truscott of Colorado;

F. S. Elliott of Tennessee; B. C. Tighe of North Dakota; I. E. Ewing of West Virginia; H. R. Townsend of Ohio. More recently every member state has produced one or more men who have been very active in the development of the Federation.

The secretary of the National Federation is glad to congratulate the Athletic Journal on its twenty years of service to the schools of the country and to wish them an equal degree of success in the years to come.

## Intercollegiate Athletics in Relation to National Defense

(Continued from page 27)

the past ten years, an increasing disposition on the part of the academic faculty members to recognize that fact. I can remember, and many of you can, too, when the college coach and the college professor were natural enemies. The coach considered that the professor who piled work on the football players during the season was deliberately attempting to hurt the team. The professor, more often than not, considered time spent on the football field wasted. The coach and the professor made no attempt whatever to see each other's point of view.

That is not true today. The coach is usually in frequent conference with various members of the academic faculty throughout the college year. Increasing standards of admission have made the athlete no longer a scholastic problem. It is to the advantage of the coach, no less than to that of the player, that the player achieve high scholastic grades and, to that end, the coach exercises a supervision which supplements the influence of the classroom instructor or professor.

This may be one reason why we read so often surveys, proving that participation in athletics does not hamper, but even enhances the scholarship of the boys who compete. A recent study conducted at Indiana University over a six-year period shows very definitely, that the ratio of scholastic honor points to percentile ranks on the American Council on Education Psychological examination, is higher for athletes than for non-athletes and that it is much higher for football players. There have been many other studies in the recent past which have indicated, that the scholarship of college students, when considered in terms of the students' college aptitude ratings, is considerably higher for athletes than for non-athletes.

In other words, we, as coaches, are interested today in the head, as well as in the legs, and we know our sport contributes to the mental and the spiritual, as well as to the physical.



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We are confident, so far as national defense is concerned, that we can depend on these boys, for they have the legs and the heart and the head. But, they represent only a small percentage of the youth of the United States. They come to us, primarily, because of the inspiring performance of great players of the past and present eras, and because of the teaching and the leadership of such men as Alonzo Stagg, Knute Rockne, Ed Hall, and a host of others.

The base of our present program must be enlarged to include athletic game training for all the schoolboys of the United States. This training will give them a physical base that will be beneficial to them throughout their lives and can be quickly and effectively utilized for national defense. Our country is safest from invasion when all of our boys have legs that are strong, hearts that are right, and minds that can function without confusion under pressure.

The second important consideration is that this training period must begin when the boy starts to school. The entire educational program is based upon the theory, that the fundamental principles of a good education must begin at the earliest possible age. Those of us actively engaged in teaching athletes realize that it is just as important for us to begin at an early age. Any system of training, to be efficient, extends over a long period of time. A short-cut to physical fitness through an athletic training program is no more possible than is a short-cut to training in Latin or mathematics. The time element in the teaching of strictly academic subjects is no more important than is the time element in developing physical fitness.

As a football coach, I should like to give you my definition of a great player of that game. He is one who is willing to give all that he possesses for the game; who thinks not of himself, but of his team; who has courage and determination, mental poise, self-reliance, self-discipline, and an ability to think without confusion under pressure, and one who learns to give and take. These are the characteristics which our programs of training provide, whether for football or any of the other sports. The good athlete is not necessarily the star of the game. He is the one whose legs are strong, whose heart is right and whose mind is alert.

We coaches are sometimes accused of developing boys with million dollar bodies and ten-cent heads. We deny the allegation. We insist—and I believe we can look the inquisitor straight in the eye when we say it—that we develop the head as well as the body and, perhaps, even more important than either, we develop the heart, that glowing spiritual spark which is really the mark of a man. It is the mark of the type of man which this country, as we scan the front-page headlines,

may need very sorely in the days and months just ahead. For if the heart is right, the mind and body will not be wanting.

I'm thinking now of a boy I once coached. He does not present an exceptional case. That's my point. I have no doubt that every coach in this room can think back over a period of years and recall a personal experience with a similar case. Football breeds the type of man, the type of citizen material, represented by the boy of whom I'm thinking right now.

He was a good football player. He had played the game hard, up to the hilt at all times. Then, in the next to the last game, he received a shoulder injury. It wasn't serious but it was serious enough for the team physician to order him to the side lines for the rest of the season. There was no possibility that he could play in the final game. I went to work on his substitute.

On the Tuesday of the following week, five days before the final game, I walked onto the field to begin practice and was astonished to see this boy out there in uniform and running around.

"What's the big idea?" I demanded. "I thought the doctor told you that you were finished for the season."

"They did," he admitted, "but this thing is feeling swell, Bo. I'll be raring to go by Saturday."

"Get back into that locker room and get that uniform off," I told him. "What if you got out there on Saturday, threw a block and that shoulder came out again. That might mean permanent injury."

"What're you worrying about?" he asked with a disarming, coaxing grin. "It's the last game, isn't it? I'd have nine months to get ready again before next fall."

I personally conducted the boy back into the locker room and I can assure you that he played no more football that season. But as I lectured him, I could not quite put my heart in it. I told him he was foolhardy, that football wasn't worth the chance of injury, such as he would have courted. And it's true. A football game isn't worth that.

Foolhardy? Sure he was. But foolhardy in a pretty gallant way, it seems to me. He wasn't thinking of himself, he was thinking of the fact that he might be able to help the team. And when the day comes that this country needs him in an emergency, as a citizen, as a soldier, in whatever capacity he may be called upon to act, the heart down within that boy won't let him give a thought of himself. He'll be thinking of the team—the nation of which he is a part.

Football does that to a boy. And as long as that is true, football and our other intercollegiate sports will be a tremendous factor in the further and continued development of this vital nation of ours.



## Twenty Years of Gains and Changes in Basketball

(Continued from page 20)

to find a single active boy who has not played basketball in high school.

(2) Perhaps by accident or by place of invention the game of basketball has a real missionary significance. At the International Y. M. C. A. College, Springfield, Massachusetts, "the cradle of basketball," physical directors, medical missionaries and general secretaries were trained. These emissaries of good will planted the game early in our century in many foreign countries and islands of the sea. The United States soldiers, in 1900, introduced basketball in the Philippine Islands. The American army of occupation taught it to the German populace in 1919. During the interallied games in Paris, June, 1919, the United States, France, and Italy played for the championship, which the United States won rather handily. After the armistice was signed, two American teams, by invitation from the British government, demonstrated basketball in the British area of the war zone. The British took to it readily.

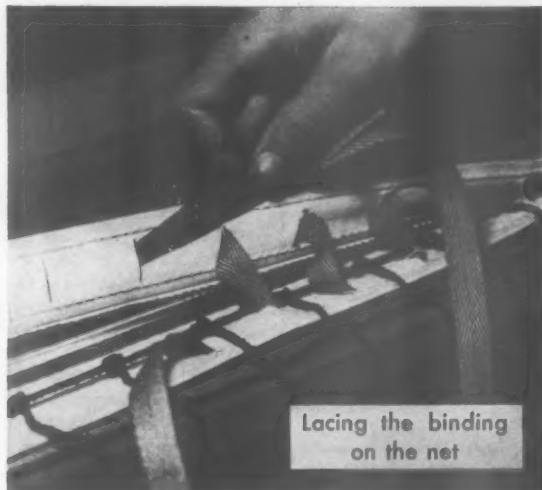
Practically every foreign country has fashioned its basketball rules after our American game. Other countries look to us as the mother country of the sport, and expect our guidance in formulating their rules and in shaping their ideals of the game.

In an official check-up with Dr. Naismith, we found that forty-nine nations and territories were playing basketball: Africa, Alaska, Arabia, Argentina, Australia, Bolivia, Brazil, Bulgaria, Canada, Ceylon, Chile, China, Costa Rica, Cuba, Czechoslovakia, Egypt, England, France, Germany, Greece, Guatemala, Haiti, Hawaii, Honduras, Hungary, India, Italy, Japan, Korea, Latvia, Madagascar, Mexico, New Zealand, Panama, Paraguay, Persia, the Philippines, Poland, Porto Rico, Portugal, Rumania, San Salvador, Siam, Spain, Switzerland, Syria, Turkey, the United States, and Uruguay.

Portugal, which introduced the game in 1927, became wildly enthusiastic over it. In less than two years twenty-four basketball clubs were in existence and matches were being played every Sunday and were well patronized. Competition in the game was so keen that a team immediately began training for the European championship competition. This team was confident of victory because some of its players had learned the game in the United States and had figured in some important contests here.

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All Sports Book for 1935, basketball drew all other sports with a total paid attendance of 80,000,000. Baseball was next with 50,000,000; football third with 40,000,000.

The author of this article, working with Dr. Karl Diehm of Berlin, Germany and Sohaku Ri of Waseda University, Tokyo, Japan, had the pleasure of having basketball placed on the Olympic calendar in Berlin in 1936. Prior to this action, the National Association of Basketball Coaches, through their President, William Chandler, sold to the basketball-conscious

public of the United States the idea of giving Dr. Naismith and his family an honorarium, so that they might go to Berlin to see basketball in its great demonstration before the nations of the earth. Since Dr. Naismith had never made a penny from this great game that he had so gladly given to the youthful posterity he was deeply grateful for the gratuity and affectionate contribution of his friends toward the Olympic trip. His epic statement at that time was, "Do not be afraid to serve humanity and wait for your reward."

## Baseball Again the National Pastime!

(Continued from page 14)

climaxing in a state tournament. Some high schools play softball in the fall and spring, mostly as an intramural program.

Most of the high schools here are small and cannot support both baseball and track. Track seems to be the more popular spring sport.

R. W. Truscott, *Commissioner Colorado High School Athletic Conference*

### Idaho

Baseball interest in Idaho high schools is definitely on the increase. During 1938-1939 forty-two member schools participated in baseball and during 1939-1940 fifty-six schools engaged in the national sport. We have 172 member schools in our association.

The introduction of professional baseball in this state (Pioneer League) has done much to revive the sport, as has the American Legion baseball program. Various community recreational programs have assisted too, because the directors have continued the baseball program on through the summer.

This association does not sponsor a state baseball tournament, although some of the districts sponsor district tournaments.

Baseball as a high school sport should be fostered more, because boys who are not physically adapted to some of the other sports can find an outlet for their physical energies in this sport.

E. F. Grider, *Secretary Idaho High School Interscholastic Activities Association*

### Iowa

We have about seven hundred high schools in Iowa that play baseball. I do not know that there is any particular renewed activity in baseball. The number of schools playing baseball has gradually increased but that has, likewise, been true of basketball. I have always done much personally to encourage baseball playing

in high schools because I believe it is an excellent game for high school boys.

We determine a state baseball championship both in the spring and in the fall by having county tournaments, the winning team from the county tournament going to one of eight district tournaments.

George A. Brown, *Executive Secretary Iowa High School Athletic Association*

### Kansas

In the January issue of our Activities Journal we published a record of all sports participations in the state for a period of more than ten years. You will notice that in 1939-1940 there were 298 schools playing baseball with a total of 4625 boys taking part. This is the smallest number we have had playing baseball since 1935 and we attribute it to the fact that some schools have been sponsoring baseball in the fall of the year and have now taken up six-man football instead.

E. A. Thomas, *Commissioner Kansas State High School Activities Association*

### Maine

It seems to me personally that there is a growing interest in baseball. There is a renewed interest in this state, particularly in those sections where it has been stimulated by various organizations. One of these groups that has brought about a revival of baseball is the American Legion baseball program. A few of the Maine baseball teams in this national tournament have done very well and it has helped bring back the game. A baseball tournament sponsored by the Maine Principals' Association is carried on in Lewiston and is run by the Lewiston-Auburn Junior Chamber of Commerce. Many county and regional leagues have done much to bring back the waning interest in the game. There are probably few sections of the state where there is not some interest in the national game. As a matter of

fact, about 75 per cent of our 275 secondary schools have interscholastic baseball. The other schools are mostly the very small schools in rural communities. You will note from our secondary school directory that we have a large number of small schools.

Harrison C. Lyseth, Secretary  
Maine Association of Principals of  
Secondary Schools

### Michigan

During the 1941 baseball season it is expected that at least five hundred and eighty Michigan high schools will play baseball. This is a record number and represents an increase of approximately one-third over the number of schools sponsoring baseball a few years ago. The smaller high schools in Michigan have always sponsored baseball teams, but only during the last few years have the medium-sized and larger schools added this sport to their programs of activities. Several reasons have contributed to the growth of high school baseball in this state although the season is relatively short.

### Growth of High School Baseball in Michigan

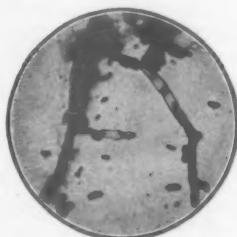
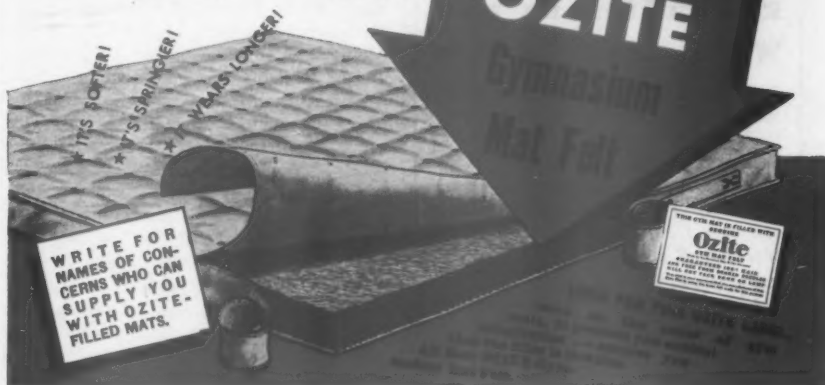
The high position in which the Detroit Tigers have finished in the American League race during the last few years has been a definite stimulus to high school baseball in this state. Following the winning by Detroit of the first American League pennant in several years, there was a large increase in the number of high schools sponsoring baseball. The radio broadcasting of professional baseball games also undoubtedly has done much to increase interest in baseball and stimulate its sponsorship by Michigan high schools. Definite credit also should be given to the American Legion baseball program. In most cases, the Legion has taken up baseball as a summer activity in the larger communities and has carried it on with many boys who had been members of their high school teams. The American Legion program of schoolboy baseball has been one of its major activities in Americanization. This last summer the National Youth Administration in Michigan also organized approximately twenty of the more rural counties in Michigan and maintained at least two hundred baseball teams for boys during the summer. Its program was not begun until after the high school season was concluded and fitted very nicely into the continuation of high school baseball. During the last few years a Spring Sports Clinic has been conducted through the co-operation of the University of Michigan and baseball and track have been the major considerations. High school squads with their track and baseball coaches have attended schools of instruction and practices of the



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university teams in these two sports. Undoubtedly this has done much to improve play and increase interest in these sports.

### 1941 High School Baseball Clinic

On May third of this year, a baseball clinic is being sponsored by the State High School Athletic Association in connection with the Detroit Tigers. On the morning of the above date, Briggs Stadium, home of the Detroit team, will be available to the high school baseball coaches, baseball umpires, and high school baseball squads for a clinic. Members of the Detroit Tiger baseball squad will discuss and demonstrate the playing of various positions in baseball. Small discussion groups will be led by such players as Greenberg, Gehring, York, Tebbetts, Newsom, Bridges, McCoskey and others. High school coaches' problems will be discussed by members of the Detroit baseball coaching staff. American League umpires will discuss umpiring problems with officials who may attend the clinic. In the afternoon all coaches, members of their high school squads, and umpires who were in attendance at the morning clinic will be the guests of Walter O. Briggs, owner of the Detroit Tigers, at the Philadelphia-Detroit baseball game. It is anticipated that at least five thousand high school players from at least half of the high schools of the state will be in attendance at this clinic and game. The "thrill of a lifetime" will be experienced by some of the high school boys in the close contact which they will have with outstanding major league players. Undoubtedly this experience will do much to continue the interest of high school baseball in this state.

### State Association Regulations

The Michigan High School Athletic Association appreciates any opportunity it may have had to expand the playing of high school baseball in Michigan. Its rules and regulations have been made as liberal as possible, so that boys might compete without injuring their amateur standing. No high school boy may play baseball for pay or receive any award worth more than one dollar. On the other hand, he may participate in games in which other players are paid for their services, but he must not accept money or any award in violation of the State Association rules. The liberal action on the part of the State Association has been with the thought of encouraging boys to play baseball during the summer months for the real fun that they may get out of it.

### Baseball an American Game

Baseball is a good game for Americans to play. It puts a boy on his own. It necessitates his sizing up situations which

confront him in the fraction of a second and he must make his decisions almost instantly. All American competitive athletics include this experience. Baseball is one of the few American games, however, in which it is almost as much fun to practice as it is to play a game. Boys like to "shag flies," to hit, to run the bases, field grounders, and have their "pepper play" both during practices and games. While there is considerable team work in baseball, it is primarily an individual sport in which the decisions and actions of the players themselves determine whether or not the team as a whole is functioning properly. Baseball is a game which gives more evidence of growth and good judgment in a boy than do some of our other competitive sports.

Charles E. Forsythe, *State Director  
High School Athletics Michigan High  
School Athletic Association*

### Minnesota

Baseball in Minnesota has been on the increase for the last three or four years, and this year shows the greatest increase of any year and the largest enrollment. We have 487 high schools enrolled in our League and of that number 302 will take part in baseball this year.

We do not hold a baseball tournament, but we sanction the annual baseball tournament conducted by Carleton College each year.

We believe the American Legion baseball program has helped increase interest in baseball in this state, and we permit our high school students to take part in the American Legion Baseball Tournament, usually held in September each year.

O. E. Smith, *Executive Secretary  
Minnesota State High School League*

### Nebraska

High school baseball in Nebraska, as in most other states in the middle West, at least, has shown a surprising and gratifying growth, both from the standpoint of participation and general interest during the past three or four years. In 1940 we had approximately two hundred high school teams maintaining fairly complete schedules, which was a tremendous increase over the number of schools sponsoring baseball teams five or six years ago. I believe that the work which has been done by the American Legion in promoting the summer baseball program for boys of high school age has played a great part in bringing about this increased activity.

During each of the last two years, the University of Nebraska and our association have jointly sponsored a state-wide high school baseball tournament. Last year we found it necessary, because of increased interest, to divide the teams into classes, and the same plan will be followed this year. We feel that high school base-



ball is playing a definite part in Nebraska's high school athletic program.

O. L. Webb, *Secretary*  
*Nebraska High School Activities*  
*Association*

#### Montana

In Montana there seems to have been a definite revival of baseball in the last few years. For a time track and other spring sports were in the ascendancy, but at the present time there is again a decline in those sports and baseball is coming to the front. While we have no exact record of how many schools play baseball in Montana, it is very apparent that baseball is again coming into its own.

Without a doubt the reason for the come-back in baseball is due to the fine showing made by our American Legion junior baseball program. While the High School Association does not sponsor a state baseball tournament, the American Legion junior program in a way takes its place. Baseball is a fine sport and should be encouraged, especially when conducted and sponsored on the same high level as is being done by the American Legion program.

R. H. Wollin, *Executive Secretary*  
*Montana High School Association*

#### Nevada

Baseball in Nevada high schools is slowly coming into its own. The tremendous distances which teams have to travel for games in this state, added to the fact that few schools are adequately equipped with suitable fields, has made the progress slow.

There is, however, a very definite trend toward this fine sport. The American Legion interest has undoubtedly helped. Very large in the picture, however, has been the organization of city and town teams and the formation of a league.

Federal assistance in building baseball diamonds and bleachers in the various communities is giving great impetus to the game. Then, too, the citizens are becoming baseball minded.

I look to see the next five years show very rapid progress among the high schools of Nevada toward our great national sport.

George E. McCracken, *Secretary*  
*Interscholastic League of Nevada*

#### New York

Baseball has taken a real spurt in the New York State public high schools, even though New York State does not sponsor a state baseball tournament. However, certain sections of the state do make arrangements for a final so-called championship game, but there is no evidence to show that this has been the reason for the renewed interest in the game.

The central sections of the state have for

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a number of years conducted a round robin game where the outstanding players of many high schools come to Cooperstown and on the original baseball field of the country (Doubleday Field) play a round robin game.

The reasons for an increase in interest are not clear. For a number of years softball seemed to be taking the play away from hard ball, but now the softball teams act as feeders and have in a certain sense revived the interest in the hard ball game. Then, too, there were some sections of the state where good diamonds were not available. These handicaps are being overcome.

From the best available information we have, there are 550 schools in the 600-school membership of the state athletic association that play baseball. To my certain knowledge, there are at least fifty other schools in the state, in New York City, Buffalo and other centers that play this grand old game.

F. R. Wegner, *Secretary-Treasurer*  
*New York State Public High School Athletic Association*

#### **North Dakota**

The attempt to revive interest in baseball in North Dakota, so far as I can judge, is being made more specifically by me of the American Legion rather than by school coaches and physical education men.

In our state the spring season is so short and the weather so unreliable that we cannot really start a season until after school is out in May. As soon as school is out, our school workers have scattered, and the schools are no longer in a position to take any leadership. I have not known of a scheduled interschool baseball game in a number of years.

This state does not sponsor any baseball tournaments through the state high school league, and the only tournaments for school boys have been excellent ones conducted by the American Legion.

It is my belief that the schools can serve the interest of baseball and the interest of boys best by co-operating with the American Legion, who are in a position to carry on throughout the summer rather than by starting something in the last two or three weeks of school themselves, and then abandoning it.

Softball leagues are rather rapidly increasing the interest in that sport and, in some respects—unfortunately it seems to me as an old-time baseball player—"hitting the spot" better than the baseball game.

This state throughout June, July and August has weather that is quite ideal for twilight ball, and perhaps this gives impetus to the more informal game of softball.

I am personally much interested in the good old game of baseball, and believe it provides a form of training that no other game can give. It is my judgment, how-

ever, that baseball can never become a significant interscholastic competitive sport in North Dakota.

L. A. White, *Secretary*  
*The North Dakota High School League*

#### **Ohio**

According to preliminary reports, 853 high schools out of a total of 1155, are maintaining, or will maintain, baseball as an interscholastic sport during the present school year in this state. In several of the rural high schools, baseball is a fall sport; in some, it is both fall and spring, while in others, spring alone.

Due to the stimulation of the state athletic association, the number of baseball high schools in Ohio has practically doubled during the past fifteen years.

In 1927 a state-wide system of baseball tournaments was organized with eight "A" schools and eight "B" schools playing at Ohio State University for the championship in each class. In the state finals, the university furnishes four diamonds so that all of the games are played near the stadium and the dressing rooms and facilities of the university are used. The success of the state finals has always been due to the fine co-operation of the university and, especially, to that of the director of athletics, L. W. St. John.

Some fifteen thousand boys will play baseball this spring, despite the fact that Northern Ohio usually has a late spring. This sport deserves every encouragement, for, after all, it is the typical American game.

H. R. Townsend, *Commissioner*  
*Ohio High School Athletic Association*

#### **Oklahoma**

Regarding baseball in 1921, there is no record of the number of teams in Oklahoma playing the game at that time, but there was a lively interest in high school baseball. I was athletic director at Drumright High School and Frank D. Hess was handling our baseball team. We were able to carry on a schedule of games and make it pay. We attended the state-wide invitational baseball tournaments sponsored by the University of Oklahoma and A. & M. College. Our team won the meet at A. & M. one year and attended both tournaments over a period of years. I handled the team at Drumright in the spring of 1924 and spring of 1925, then came to Classen High School, Oklahoma City. In the spring of 1927 Classen High won the A. & M. tournament and beat Capitol Hill of Oklahoma City, which won the University of Oklahoma tournament, in a three-game series.

Our records of state-wide competition go back only to the school year 1936-1937, wherein we show 169 baseball teams in the high schools of the state. That increased

to 195 in 1937-1938, 223 in 1938-1939 and last year there were 259.

I think this increase in high school baseball is due to the splendid sand-lot opportunities and to the emphasis that has been put on amateur baseball in this state by the American Legion program and the Ban Johnson League and to the fact that the schools themselves are attempting, as rapidly as possible, to provide a well-rounded program. The weather in Oklahoma provides an opportunity for considerable baseball playing during the spring and it makes an ideal sport for school teams. There are a number of invitation tournaments throughout the state, beside the state-wide tournaments, sponsored by the University of Oklahoma and A. & M. College. We do not have any official state championship in high school circles.

Lee K. Anderson, *Secretary*  
*Oklahoma High School Athletic Association*

#### **South Dakota**

I am sorry I cannot report a revived interest in baseball in our South Dakota high schools. This, I am sure, is not due to lack of interest in the game but to weather conditions in our state which are uncertain in both spring and fall.

We have very few schools playing baseball and do not sponsor a state high school baseball tournament. I cannot see how baseball can be a popular sport here for high schools, since the weather is the factor, which I believe prevents the growth of this grand game.

Our American Legion baseball program is very popular and is growing very rapidly. The Legion is now sponsoring a Junior-Junior program which is very popular with the younger boys.

R. M. Walseth, *Executive Secretary*  
*South Dakota High School Athletic Association*

#### **Washington**

There is every evidence that there has been a revival of interest in baseball. So far as the state of Washington is concerned, this revival dates from about 1935. Previous to that time, baseball as a high school sport, was at a rather low ebb.

At present, out of 294 Washington high schools responding to a recent questionnaire, 151 indicated that they have teams and are playing regular schedules.

There are probably a number of reasons for the revival of interest in baseball. The extensive advertising campaign put on by the two big major leagues to popularize and support baseball in sand-lots, high schools, colleges and in the minor leagues, was undoubtedly very potent. The American Legion baseball program has done much to stimulate interest among younger players and has been an important factor in popularizing baseball.

A number of years ago, baseball was difficult to finance in many high schools because of the high cost of equipment and very small gate receipts, due to lack of interest in the sport. Many high schools now report good crowds at their high school games.

The Washington High School Athletic Association sponsors state tournaments in basketball and track only.

J. D. Meyer, *Secretary-Treasurer*  
Washington High School Athletic Association

#### Wisconsin

In 1926 the Wisconsin Interscholastic Athletic Association began to promote baseball as a high school sport. In order to encourage this activity, a one-day four-team baseball tournament was sponsored. This created interest in the sport so that the next year the number was increased to six tournaments and we have had an average of about eighteen such tournaments ever since.

In 1926 fewer than fifty Wisconsin high schools had baseball as a recognized and organized sport. During the 1940 season approximately 305 of the 465 member schools had baseball teams. We do not sponsor a state baseball tournament as conditions in different sections of the state vary so that a state meet would not be fair. An unfair state event might handicap the growing interest in the sport.

P. F. Neverman, *Secretary*  
Wisconsin Interscholastic Athletic Association

#### Wyoming

Wyoming climate is rather inclement for baseball in high schools during the latter part of April and the first of May. Since most of the schools close about the 20th or 25th of May, very little can be done in a summer sport such as baseball. It is not carried on as an authorized sport in Wyoming high schools. However, Cheyenne High School and Sheridan High School have very good teams and play considerable ball during the month of May.

A great many small schools play softball as an intramural sport during the spring, summer and fall. This past summer in Southwestern Wyoming, there were many softball teams and several softball leagues, but I do not believe there were any baseball teams. Other parts of the state had good baseball teams, especially Cody, Wyoming.

The American Legion sponsors a summer baseball program that is entered into by some towns of the state. On the whole I believe there is a revived interest in Wyoming in baseball as compared with the interest ten or fifteen years ago.

E. M. Thompson, *Secretary-Treasurer*  
Wyoming High School Athletic Association



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